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ABSTRACT

This evaluation of the Des Moines school guidance program provides an introductory history of guidance and counseling services in the district. General results of the evaluation focus on changing counselor roles, and problems caused by lack of specific program guidelines. Counselor profiles and interviews are presented, with an analysis of counselor time usage. The elementary guidance program evaluation report presents results of a survey of students' worries and problems, and surveys of students and staff concerning guidance services. Results from 1983 and 1984 evaluations are compared. The secondary guidance program evaluation includes a report by the transitional school principal, a student opinion survey, and results of 1983 and 1984 surveys of students' needs for counseling help. Summaries of evaluation results are provided for both the transitional and high schools. Comments and recommendations are included for each level. The appendices consist of an interview guide for counselors, a description of the evaluation design, a counselor time log, counselor job descriptions, and comments on the elementary guidance program staff survey. (JAC)

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REPORT OF EVALUATION
GUIDANCE AND COUNSELING PROGRAM
K-12

Department of Evaluation, Research and Testing
Des Moines Independent Community School District
1800 Grand Avenue
Des Moines, IA 50307-3382

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September 11, 1984

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DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION, RESEARCH AND TESTING
EVALUATION ABSTRACT

September 11, 1984

PROJECT TITLE: Guidance and Counseling Program, K-12
COORDINATORS: M. Charlene Wallace
PROJECT STAFF: 49 FTE counselors: 5.5 elementary, 18.5 transitional,
19 high school; 6 high school pupil services coordinators
OPERATIONAL SITES: 15 elementary buildings; 10 transitional and 1 alternative
transitional school; 6 high schools and 2 alternative
schools

COMMENTS:

General

1. There is no written comprehensive curriculum for the K-12 Guidance Program. The counselor job descriptions are lengthy and generalized, and not necessarily reflective of the specific developmental needs of students at a particular level.
2. Needs assessment is a vital part of the guidance program. The present program does not include formal assessment of all age levels.
3. Classroom teachers are charged with the responsibility of providing first line guidance services and screening students in need of counseling. Guidance personnel are responsible for providing assistance to teachers in acquiring necessary knowledge and insights.
4. The intended recipients of guidance services (staff, students, and parents) are not always clear about either the kinds of services available or the benefits that can be derived from them.

Elementary

1. Elementary counselors, particularly when they continue in a program for more than one year, can help allay student anxieties regarding survival needs.
2. Elementary female students appear to have more worries, problems, and negative self-perceptions than do males.
3. The evidence suggests that counselors who continue in a building for more than one year are more effective than those new to a building.
4. The current elementary program primarily consists of scheduled classroom guidance.

Transitional

1. The counselor job description is one borrowed from high school counselors.
2. Counselors are frequently assigned extra duties at a time when they should be available to students.
3. The clerical workload cuts into the time counselors should have contact with staff and students.

High Schools

1. Counselors coordinate the staffing and evaluation of special education students. It is unrealistic to expect them to continue this function and maintain a full guidance load as well.
2. There are too many guidance responsibilities charged to each counselor. Specialization could allow high schools to streamline their guidance services, thus improving their efficacy.

RECOMMENDATIONS:

General

1. The Guidance Department should prepare a comprehensive written curriculum which includes an overview, goals, and scope and sequence of activities which correlate with the developmental tasks of each grade level.
2. Student guidance needs assessment should be continued and expanded to include all age levels.
3. Building staff development provided by the counselors should be increased and should include information and strategies to help classroom teachers provide first line guidance.
4. The Des Moines guidance program should be marketed by: (1) specifically including it in the Plan for Excellence and (2) the developing of a plan designed to increase student, staff and community awareness of the role of counselors and the guidance services provided by them.

Elementary

1. Elementary counselors should be added to serve all elementary buildings. When all buildings receive service, each should have a counselor on at least a halftime basis.
2. The elementary guidance program should reflect the special needs of the students, particularly those of elementary girls.
3. The Guidance Department should continue to examine the elementary program to determine if there are differences in effectiveness between programs new to a building and those with continuing programs.
4. As elementary guidance programs become established they should increase the amount of individual and small group guidance thus providing a better balance in the program.

Transitional

1. The job description for transitional school counselors should be rewritten to reflect the age level and needs of emerging adolescents.
2. The transitional school principals should schedule extra duties for counselors in a way that would not impede their availability to students.
3. A fulltime clerk should be provided each transitional school to meet students who want to see counselors and to help with the clerical work.

High Schools

1. Counselors should not be responsible for coordinating the staffing and evaluation of special education students. They should continue to aid in the staffing and evaluation; however, they should not have the primary management responsibility.
2. The job description of senior high counselors should be restructured to allow counselors to specialize in the provision of services for: (a) personal problems, (b) selection of colleges/universities and vocational/trade schools, and (c) selection of careers.

A copy of the complete Evaluation Report is available upon request from the Department of Evaluation, Research and Testing, 1800 Grand Avenue, Des Moines, IA 50307-3382.

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INTRODUCTION

In order to encourage growth in our children, school programs have traditionally recognized the necessity to provide for physical, emotional, and social needs as well as intellectual ones. This accounts for the emergence and consequent expansion of guidance and counseling services.

Initially, teachers and principals were the counselors. In the secondary schools, girls' advisors and vice principals handled much of the counseling. The guidance activities were generally confined to the administration of standardized tests. When the guidance clinic was converted from a testing center for the Veterans Administration to fulltime school use in 1948, the emphasis on testing continued.

In 1952 the Board of Education approved released time for teachers in the five senior high schools to counsel with incoming tenth grade students. The following year, the teacher-counselor program was expanded. In 1956, a formula was established to allow released time for teachers to counsel all students in grades 7 through 12.

The first fulltime counselor was assigned to two different high schools on an experimental basis in 1961. Two years later, fulltime counselors were assigned to each Des Moines public high school. Today there are 24 senior high school counselors who serve the students in the six high schools and two alternative high schools.

Counseling services were later added to the junior high/transitional schools. In 1956 the Board of Education approved a formula of one minute per day, per student, of released counselor time, for junior high students. One-third of the allotted time was provided in 1956-57, with the addition of another third for the next two years. In 1983, 18.5

fulltime equivalent counselors served the ten transitional schools and one alternative transitional school.

The first elementary counselor served two schools in 1978. Today the equivalent of five and one-half counselors provide parttime guidance services in 15 of Des Moines' 41 elementary schools.

One of the 1982-83 district goals was to determine the future direction of the instructional, guidance and other support programs. To help determine that direction, this evaluation will provide descriptive information about the guidance and counseling program in elementary, transitional and senior high schools. It focuses on the students' perceptions of their needs and their satisfaction with counselor help, and identifies the amount and type of guidance activities afforded through the schools.

There are eight components of this study. Two of them, the interview with counselors and counselor time usage log, involve schools at all levels. The elementary program was viewed through student and staff surveys and a pre/post student survey of their worries and problems. The transitional and senior high students were surveyed regarding their need for counseling help and their opinion of the help they received. In addition, transitional school principals filed reports of the guidance activities offered in their buildings. A diagram and a brief description of the evaluation design are included in Appendix A.

RESULTS OF EVALUATION

General

Since the formal employment of fulltime guidance counselors in 1961, the guidance program has steadily increased in the Des Moines schools. The role of counselor has gradually shifted from an emphasis on testing results to one of filling specific personal, educational, and career needs. The growth, though initially confined to the high schools, has spread downward until, at present, the growth is at the elementary level.

Currently there is no comprehensive written curriculum for the Des Moines guidance program. Because the program has grown by bits and pieces, there is no documentation detailing an overview of the program, goals, or scope and sequence of guidance activities. The counselor job descriptions are long lists of generalized functions not necessarily reflective of the specific developmental needs of students at a particular level.

Some attempt has been made to assess the needs of Des Moines students. This assessment, however, has not always included all grade levels. Elementary surveys have given some indication of the worries and problems of middle childhood students but there has been no formal attempt to determine how the concerns may change as the students move into transitional and high schools.

The classroom teacher, who is charged with the responsibility of providing first line guidance, is a vital part of the guidance program. The district has not made any recent attempts to determine teacher concerns and needs in their guidance roles.

Involvement of parents and the community is a necessary step in garnering support for our schools and their programs. The district currently is preparing a Plan for Excellence which recognizes the need for community support and outlines strategies for marketing our schools. Although the Plan does not specifically refer to special services such as the guidance program, it acknowledges public support as essential in the search for excellence in education.

The role of counselors has changed over the years. The public is not always aware of this change. The data collected for this report indicates that those who are the recipients of counselor services (students and staff); however, are generally pleased with the results. As a rule the students, particularly at the secondary level, avoid initiating the counselor contact. Part of this avoidance can be attributed to confusion about the counselor role and little knowledge of available guidance services. Counselors can probably improve their services simply by informing the schools and community of the guidance program and the benefits it provides.

Interviews with Counselors

Administrators identified some of the outstanding counselors; i.e., those that they would like to have work in their buildings. There were no guidelines for the selection, the principals were asked to choose the best counselors. Six counselors from their selected group were interviewed.

The purpose was to draw a composite picture of the exemplary counselor. An interview guide (Appendix B) was used to ask the same questions in the same order. The counselors were not told why they

were selected. A block of time, usually 45 minutes to 1 hour, was set aside for the interview which dealt with questions about their experience, educational preparation, philosophy of education, tracing a work flow analysis, preferred modes of counseling and what was done to keep counseling skills current.

Counselor Profile

Because of the diversity among the interviewees, it was difficult to identify specific characteristics of a good counselor. They could not be classified in a particular age group; i.e., "younger" or "older." Their assignments were at elementary, transitional or senior high schools. They had no identifiable manner of dress and appeared to follow no universal doctrine.

Their offices were as distinctive as they were. There was no consistent pattern for layout or design. At one transitional school, the counselor enjoyed a private office with full glass windows to the outer office and reception area. The decor was pleasant and the office roomy. At an elementary school, on the other hand, the counselor's office was a small area adjacent to the principal's office. It was cramped and busy. Posters filled the walls. During the interview, six students "just stopped in" to greet the counselor. It was obviously a place children felt welcome.

Experience and Education

The average number of years of experience in education for these 6 individuals was 21 years. They had almost 12 years counseling experience but had been in their present position only 3 years on the average. There was no common level of education; two people held a masters degree,

one had a doctorate and the others were in between. Undergraduate majors for the selected counselors were: social science and physical education; elementary education; English; education; social science; theater and drama. Graduate majors were in guidance, counseling or pupil services and two persons had majors in educational administration along with counselor certification.

Theory and Practice

It appeared difficult for the counselors to identify the theory of counseling they used. Two people mentioned Carol Rogers' theory, two mentioned growth and development of the individual, one mentioned the neurolinguistic approach, three mentioned they used an eclectic approach (choosing what appears to be the best from diverse styles), and one counselor said he had his own. To the person, they did not lapse into high sounding rhetoric about theory. Any theory they used had been internalized or personalized so it had become a part of their "style."

The counselors had an easier time responding to a question about their personal philosophy of education. These comments typify their answers:

Education should make a person as balanced and competent as he or she can be.

To open young peoples' minds to new ideas.....to establish goals and priorities.

(Students and educators) are here to learn, to promote growth and learning.

Whatever we do with the children, it should help them be independent; show what they are learning has a purpose. To develop the whole child.

Counselors saw their role function as fairly consistent. They all deemed their job as a very important one. Several persons spoke of themselves as helping students and staff. They viewed themselves as resource persons to students, teachers and parents. One counselor said she wore several different hats: educational planner, personal counselor, advisor for school activities, career planner and test interpreter. One individual summed up his role this way: "I am the first person thought of when a problem arises."

Counselors made these recommendations for changes or improvements in the administration and organization of district counseling services:

Change the name; our role has changed to go beyond counseling...
Smaller counselor-student ratio. Maybe an assistant for
Charlene (Wallace) to do some of the networking and legwork..

Continue the emphasis on expanding the counseling program.

There should be a fulltime counselor in every elementary building; that person should be given every type of help and support...stay with a (reasonable) counselor/student ratio and make it consistent.

We are understaffed. I am concerned about some counselors not doing counseling. It is the role of the central office administration to look at this.

The best way would be for an elementary counselor just to have one school...I like having a regular monthly meeting of counselors; it should continue.

There should be an "adequate" counselor/student ratio (1 to 350 - 375). The physical set-up of the counseling office should be separate offices. More elementary counselors.

One interview question dealt with specific instances where counselors had felt good about their jobs. This procedure, also known as the "critical incident technique," has been used in studies of job satisfaction. Workers were asked to recall their most satisfying work experience. A content analysis of the responses brought out common and important dimensions of job satisfaction. The technique did not give meaningful information for counselors. Their responses were mixed. First, most could not recall just one "most satisfying" experience. It was probably because they had had many. One person asked, "Do you mean in the last week?" another said, "It would be hard to select just one." When pressed, several counselors talked about a particular student they had helped, and one counselor explained how his most satisfying experience involved breaking through to a teacher in one school who was initially strongly against counseling. The teacher later became supportive of counseling and, in the words of the counselor, "was a more caring teacher as a result."

How do good counselors counsel? This was an important part of the interview process. Each individual was asked to present a work flow analysis. The setting was to be an individual counseling session. How did they establish rapport and show concern, how did they get at the problems and concerns, how did they end the session, and what did they do for follow-up? There were apparently no right or wrong methods of counseling. Like answers to many of the other questions, their answers did not fall into neat categories. All counselors said they conveyed a sincere interest and concern to the students. They were really interested in helping. In order to initiate the session, some used phrases such as:

You have a concern.

You wanted to see me about something.

How may I help you?

(Someone's name) is concerned about you.

Counselors used a mixture of active listening, reflective statements, trying to show understanding and acceptance, drawing analogies, allowing students to talk, refraining from "advice giving," developing alternatives with the students, using puppets, and making goal sheets to draw out contributing problems and concerns of students. It was clear that the counselors did not see themselves as the decision-makers. Their goal was to get children to look at options and make decisions.

One topic which pervaded the counselors' discussion about technique was nonverbal communication. All were keenly aware of unspoken messages, body language, facial expressions and other ways in which students communicated. The counselors were "tuned in" to the nonverbal channel of communication. One person even offered an analysis of my nonverbal communication during the interview. This sensitivity to nonverbal communication may be a key as to why these individuals are perceived as effective.

In closing a session, the counselors typically tried to get a commitment for action from the students. Sometimes it involved a written contract. One way of ending the counseling was to ask, "will this solve it (the present problem)?" This served to put the responsibility for the decision and subsequent action on the student. One individual said he either came to a time or task agreement with the student at the end of each counseling session. Another counselor said she tried to convey optimism by ending on a positive note.

Good counselors involve other staff in the counseling program. Here are some examples of how this is done: a regular newsletter, a monthly summary of activities sent to the principal, individual contact with the teachers, involvement of students' teachers when parents come in for conferences, written notes sent to teachers, talks at faculty meetings, monthly counselor/teacher meetings held during planning periods, teachers sharing of their own career education information, visiting the classroom for whole class activities, and responsiveness and availability when teachers seek them out.

One surprising result of the structured interviews dealt with how the selected counselors kept their skills current. Every person carried out some type of activity to keep current in the field. Most individuals listed four or five or six different professional development experiences. One counselor responded "I do all kinds of things." Another said, "I have to be 'renewed' all the time." Among the professional inservice activities they participated in were: regularly attending Iowa Personnel and Guidance Association (IPGA) meetings, conducting parent involvement classes, taking university classes during the summer, teaching inservice courses, reading professional books and journals, meetings with Des Moines counselors, teaching courses on communication and instruction, and attending workshops or special seminars. Clearly these people were not just going to seed. They were actively engaged in keeping their counseling skills honed and current.

Time Usage

During the second semester of the 1982-83 school year all counselors in the district recorded work logs. Counselors were randomly assigned two separate weeks for which they recorded activities. The data show the distribution as to how counselors spent their time. With permission of the six counselors, their time logs were analyzed separately. Table 1 gives the comparison between district results for 34 counselors and study sample results for six counselors.

TABLE 1

How Counselors Distribute Their Time
Second Semester 1982-83 School Year

Type of Activity	District Results		Study Sample	
	Median %	Range %	Median %	Range %
Direct Contact Time				
Students	42.0	15-80	46.5	38-80
Teachers	8.0	2-19	10.0	3-15
Parents/Guardians	7.0	2-17	8.0	3-16
Other Ed. Specialists	3.0	0-12	4.5	0-8
Indirect Contact Time				
Testing	0.0	0-7	0.0	0-1
Counseling Duties	6.0	0-44	5.5	0-9
Noncounseling Duties	2.5	0-25	3.5	0-25
Clerical	10.5	0-33	6.0	1-20
Other	1.5	0-32	1.0	0-6

The sample of counselors distributed their time in much the same way as did the rest of the counselors. The greatest difference was in the amount of direct contact time. The median was higher for the sample group in amount of contact time spent with students, teachers, parents or guardians, and other educational specialists such as the nurse, AEA staff, mental health specialists, social workers, and police liaison officers.

The median was generally lower for the sample group in amount of indirect contact time. The greatest difference in indirect contact time was the median reported for time spent on clerical tasks. The district median was 4.5 percent higher than that of the study sample.

Table 2 compares how counselors spent their time during direct student contact. The median for the study sample was higher for personal counseling, group counseling and guidance oriented classes. The six interviewees reported spending less time in educational/vocational counseling, academic difficulties and scheduling.

TABLE 2
Direct Contact with Students
Distribution of Counseling Activities

Type of Activity	District Results		Study Sample	
	Median %	Range %	Median %	Range %
Educational/Vocational Counseling	15.0	0-62	2.0	0-35
Career Information System of Iowa (CISI)	0.0	0-30	0.0	----
Personal Counseling	16.5	1-50	25.0	3-70
Academic Difficulties	15.0	0-40	7.0	0-17
Program/Class Scheduling	23.0	0-78	5.0	0-54
Behavior/Discipline	5.0	0-20	5.0	0-10
Orientation	.5	0-20	0.0	0-5
Guidance Oriented Class	0.0	0-32	23.0	0-60
Group Counseling	.5	0-43	7.0	0-20
Class Observation	0.0	0-4	0.0	0-3
Other	0.0	0-5	0.0	----

Excellent counselors are close to their counselees. They know them by name and have a commitment to high quality service, focusing especially on the needs and concerns of their counselees. They demonstrate outstanding ability to apply theory in a practical, efficient way. They are not afraid to counsel.

They possess self-confidence about their ability to counsel and they spend a large percentage of time in personal counseling. Intellect does not overpower wisdom. When asked about what they do, they do not spout high sounding abstractions. While there were some consistencies in techniques and skills of counseling, they did not share the same theoretical perspective; however, they were all expert at communicating a real concern for others. They were aware of nonverbal communications, and they all exerted efforts to keep their skills current. This group of excellent counselors worked very hard to keep things simple in a complex world.

Counselor Time Logs

During the second semester of the 1982-83 school year, the 43 counselors were randomly assigned for two separate weeks (one during the first half of the semester and a second during the latter half) and asked to keep an itemized log of their activities during their professional day. The format for the log (Appendix C) was adapted from one used in a earlier study by Robert Frank, University of Northern Iowa.

The 1983 logs were paired and averaged. Thirty-nine of the forty-three counselors returned both logs. The data represent information from 3 elementary counselors, 17 transitional school counselors, 14 senior high counselors, and 5 senior high pupil services coordinators.

In the second semester of the 1983-84 school year, the 49 counselors were randomly assigned one week to record their time. They classified and tallied their activities on a worksheet, converted them into percentage amounts and transferred the figures to the weekly log reports.

Forty-eight of the fifty counselors submitted logs for spring 1984. This included 6 elementary counselors, 17 transitional school counselors, 19 senior high counselors and 6 senior high pupil services coordinators.

Tables 3 through 8 display the information regarding the use of time. It is important to note the small number of counselors in each category, particularly elementary counselors and senior high pupil services coordinators. The range scores (Tables 5 through 8) give some indication of the variance among counselors at each level.

TABLE 3
Counselor - Direct/Indirect Contact Time
1983 and 1984 Comparison

	Direct Contact		Indirect Contact	
	1983	1984	1983	1984
	Median	Median	Median	Median
	%	%	%	%
Elementary ¹	79	95	21	5
Transitional ²	65	68	35	32
Senior High Counselor ³	66	78	34	22
Senior High Pupil Services Coordinator ⁴	77	70	23	30

¹Three elementary counselors, 1983; six counselors, 1984.

²Seventeen transitional counselors, 1983; seventeen counselors, 1984.

³Fourteen senior high counselors, 1983; nineteen counselors, 1984.

⁴Five pupil services coordinators, 1983; six coordinators, 1984.

TABLE 4
Counselor Direct Contact Time

	Elementary ¹		Transitional ²		Senior High ³		Pupil Services Coordinator ⁴	
	1983	1984	1983	1984	1983	1984	1983	1984
	Median		Median		Median		Median	
	%	%	%	%	%	%	%	%
Students	62	78.0	47	50.0	41	54.0	38	55.0
Teachers	10	7.5	7	8.0	7	8.0	10	8.0
Parents/Guardians	7	5.0	6	9.0	7	6.0	7	8.5
Other Educational Specialists	2	2.5	3	5.0	3	3.0	5	1.0

Counselor Indirect Contact Time

Testing	0	0.0	1	0.0	0	0.0	0	0.0
Counseling Duties	2	1.0	4	5.0	5	6.0	13	4.5
Noncounseling Duties	3	.5	7	8.0	1	1.0	0	0.0
Clerical	15	4.5	9	16.0	12	10.0	1	4.0
Other	0	0.0	2	0.0	1	0.0	0	0.0

¹Three elementary counselors, 1983; six counselors, 1984.

²Seventeen transitional counselors, 1983; seventeen counselors, 1984.

³Fourteen senior high counselors, 1983; nineteen counselors, 1984.

⁴Five pupil services coordinators, 1983; six coordinators, 1984.

TABLE 5
How Elementary Counselors Distribute Their Time
Spring 1983¹ and Spring 1984² Comparison

Type of Activity	1983		1984	
	Median %	Range %	Median %	Range %
Contact with Students	62.0	49-82	78.0	10-83
Contact with Teachers	10.0	10-11	7.5	5-12
Contact with Parents/ Guardians	7.0	3-7	5.0	1-7
Contact with Other Educational Specialists	2.0	0-3	2.5	0-6
Testing	0.0	---	0.0	---
Counseling Duties (meetings, questionnaires, observations, etc.)	2.0	0-12	1.0	0-11
Noncounseling Duties	3.0	1-3	.5	0-2
Clerical Duties	15.0	2-18	4.5	0-15
Other	0.0	---	0.0	---

¹Three elementary counselors reporting two weeks of activities.

²Six elementary counselors reporting one week of activities.

TABLE 6
How Transitional School Counselors Distribute Their Time
Spring 1983¹ and Spring 1984² Comparison

Type of Activity	1983		1984	
	Median %	Range %	Median %	Range %
Contact with Students	47.0	20-72	50.0	10-80
Contact with Teachers	7.0	2-19	8.0	1-12
Contact with Parents/ Guardians	6.0	2-17	5.0	3-17
Contact with Other Educational Specialists	3.0	1-12	5.0	1-16
Testing	1.0	0-3	0.0	0-10
Counseling Duties (meetings, questionnaires, observations, etc.)	4.0	1-28	5.0	0-20
Noncounseling Duties	7.0	1-25	8.0	1-25
Clerical Duties	9.0	0-24	16.0	0-40
Other	2.0	0-32	0.0	0-2

¹Seventeen transitional school counselors reporting two weeks of activities.

²Seventeen transitional school counselors reporting one week of activities.

TABLE 7
How Senior High Counselors Distribute Their Time
Spring 1983¹ and Spring 1984² Comparison

Type of Activity	1983		1984	
	Median %	Range %	Median %	Range %
Contact with Students	41.0	28-85	54.0	30-83
Contact with Teachers	7.0	2-19	8.0	1-25
Contact with Parents/ Guardians	7.0	3-15	6.0	1-15
Contact with Other Educational Specialists	3.0	0-8	6.0	0-9
Testing	0.0	0-2	0.0	0-10
Counseling Duties (meetings, questionnaires, observations, etc.)	5.0	0-15	6.0	0-30
Noncounseling Duties	1.0	0-14	1.0	0-17
Clerical Duties	12.0	1-33	10.0	0-30
Other	0.0	----	0.0	----

¹Fourteen senior high counselors reporting two weeks of activities.

²Nineteen senior high counselors reporting one week of activities.

TABLE 8
How Senior High Pupil Services Coordinators Distribute Their Time
Spring 1983¹ and Spring 1984² Comparison

Type of Activity	1983		1984	
	Median %	Range %	Median %	Range %
Contact with Students	41.0	28-85	55.0	23-80
Contact with Teachers	10.0	7-15	8.0	0-24
Contact with Parents/ Guardians	7.0	4-16	8.5	3-30
Contact with Other Educational Specialists	5.0	2-10	1.0	0-10
Testing	0.0	0-7	0.0	---
Counseling Duties (meetings, questionnaires, observations, etc.)	13.0	1-44	4.5	0-45
Noncounseling Duties	0.0	0-4	0.0	0-10
Clerical Duties	1.0	1-27	4.0	0-25
Other	0.0	0-8	0.0	0-5

¹Five pupil services coordinators reporting two weeks of activities.

²Six pupil services coordinators reporting one week of activities.

Direct Contact Time

A primary concern has been the amount of time counselors are available to work with students, staff and parents. Because they are not locked into specific time schedules and are conveniently located near the building offices they are frequently given clerical and support tasks which take away from the time they are available to others. Counselors at all levels, however, reported spending substantially more time in direct contact than in providing services involving indirect contact. Table 3 shows the median percentage time counselors reported spending in direct contact with students, teachers, parents or guardians, and other educational specialists.

The overwhelming majority of direct contact time of counselors at each level was spent with students, followed by contact with teachers, parents, and other educational specialists, in that order. Even senior high pupil services coordinators, despite their administrative responsibilities, reported spending much of their professional day in contact with others, primarily students.

The elementary counselors reported spending more of their time in direct contact than any other group. All elementary counselors serve more than one building. Because they are not always available in the building, they advance schedule much of their time for classroom guidance and small group counseling rather than waiting for referrals (Table 9). As a result, their direct contact time is a little more protected than the other groups.

Although transitional school counselors reported spending the least amount of time in direct contact, the median figure showed they spent two-thirds of their time directly working with others. Counselors in

the transitional schools must handle much of the paperwork themselves. Unlike the senior high schools, which have fulltime counselor clerks paid for out of the building budget, the transitional school counselors have a clerk only three hours a day when students are in the building. These clerks are paid minimum wage out of the guidance budget. Because of the low salary and few hours, the turnover rate tends to be high. The clerical work is so demanding, however, that counselors in four of the ten transitional schools chose to forego the stipend for pupil services coordinator in order to finance an additional one and one-half hours of clerk time per day.

Another difficulty transitional school counselors faced was availability to students. The majority of them were assigned lunchroom duty. Transitional school students have very tight schedules with no study halls. Their only free time is during the 30 minute lunch period when counselors are usually not available.

Because the transitional school classes are scheduled much like high schools, it is also difficult to assemble students for small group counseling sessions. The students' homeroom time with the teacher-advisor does not appear appropriate for meeting with counselors since counselors frequently have advisee groups of their own, at least on a halftime basis. It is also during the teacher-advisor meeting that important guidance activities are taking place. The major difficulty for transitional school counselors who wished to increase the amount of time spent in direct student contact was their unavailability or restricted access to students.

Like counselors at other levels, senior high counselors and pupil services coordinators spent the majority of their time in contact with

students, staff and parents. Their median time for contact with students (Table 7 and 8) represented about half of their professional day. How this time with students was distributed is displayed in Table 9.

TABLE 9
Counselor Distribution of Time with Students
Spring 1983¹ and Spring 1984² Comparison

	Elementary ¹		Transitional ²		Senior High ³		Pupil Services Coordinator ⁴	
	1983	1984	1983	1984	1983	1984	1983	1984
	Median %	Median %	Median %	Median %	Median %	Median %	Median %	Median %
Educational Vocational Counseling	0	0.0	15	8.0	15	25.0	20	31.0
Career Information System of Iowa (CISI)	0	0.0	0	0.0	0	0.0	0	0.0
Personal Counseling	20	22.5	25	25.0	14	10.0	10	7.5
Academic Difficulties	3	3.0	9	20.0	13	8.0	17	9.5
Programming/Class Scheduling	0	0.0	11	4.0	37	15.0	54	24.5
Behavior/Discipline	1	11.0	5	1.0	5	2.0	1	1.0
Orientation	0	0.0	3	0.0	0	0.0	0	0.0
Guidance Oriented Classes	40	38.5	3	0.0	0	0.0	0	0.0
Group Counseling	20	23.0	1	2.0	2	5.0	0	.5
Class Observations	1	0.0	0	0.0	0	0.0	0	0.0

¹Three elementary counselors, 1983; six counselors, 1984.

²Seventeen transitional counselors, 1983; seventeen counselors, 1984.

³Fourteen senior high counselors, 1983; nineteen counselors, 1984

⁴Five senior high pupil services coordinators, 1983; six coordinators, 1984.

What is not shown is the amount of time both senior high counselors and pupil services coordinators spent working with the special education staff and students. All teacher initial referrals for special education come to the counseling office. The counselors are responsible for setting up the staffing involving the counselors, psychologist, social worker, special education teachers, nurse, and referring classroom teacher.

The pupil services coordinators chair the staffing and if the recommendation to test is made, they are the ones to contact the parent to obtain permission. They keep track of the timelines and shepherd the progress of the screening activity. In addition, they work with special education consultants to schedule observations, serve as a liaison with parents, and coordinate the posttesting staffing.

Another aspect of their work with special education is the three year evaluation of all special education students or special education students new to the district. Counselors examine each student's file to be sure the information is current and, if necessary, notify appropriate educational specialists to update the records. They arrange and coordinate a meeting with the parents, teachers, and specialists to evaluate the student's educational status and make appropriate recommendations.

The time spent in recordkeeping for special education students is demanding. Juniors and seniors are sent notices of their credits toward graduation and a staffing is held for all senior students to determine their status regarding graduation. The decision is a joint one made by participants in a staffing coordinated and chaired by the pupil services coordinator.

Scheduling the special education student must often be done manually. The special education resource room teachers prefer having common disabilities scheduled at the same time. The students must be scheduled into physical education classes (sometimes adaptive p.e.) during the teacher's planning time. Students who are ready to be mainstreamed have to be carefully placed, monitored and perhaps rescheduled if they are not successful.

All of this work with special education is vital to the program. It is important that the school continue to respond to the special needs of its students. The proportion of time that senior high counselors and pupil services coordinators deal with special education, however, appears inappropriate to the number of students served, considering the counselor-student ratio for the high schools for 1983-84 was 376:1.

Indirect Contact Time

All counselors except the senior high pupil services coordinators reported that more of their indirect contact time was consumed with clerical work such as keeping records, writing reports, and maintaining occupational/career files than any other activity.

The other tasks which accounted for a large portion of their indirect contact time was classified as "other professional duties" such as meetings, letters of recommendation, questionnaires, observation of students, case conferences, or speaking. Counselors in all categories, particularly pupil services coordinators, reported spending much of their indirect contact time in these activities.

Little time was reported spent in noncounseling duties such as substitute teaching, playground or hall duty, travel between sites, or chaperoning. All counselors also reported minimal time spent on testing or other duties.

Summary

Counselors in all groups spent more time providing direct rather than indirect services. They spent more time working with students than with any other group.

The elementary counselors spent most of their time with scheduled classroom guidance classes and small group counseling. Because they served such a large number of students and staff, their services were often proscriptive rather than prescriptive.

The transitional school counselors had student contact hampered by limited access to students. Although they spent most of their time providing direct services, their clerical responsibilities resulted in a greater amount of time spent in indirect contact than other groups.

Senior high counselors and senior high pupil services coordinators similarly distributed their time. Although the majority of the services involved direct contact, a disproportionate amount of time was spent on special education.

Something that was not reflected in the data was the amount of time counselors spent in professional duties outside of the contract day. Many of them added notations to the logs indicating that during that particular week they had attended evening meetings, worked before and after hours with students, staff and parents, and coordinated weekend activities such as testing.

Elementary Guidance Program

Overview

Six years ago, the Des Moines district added the first elementary counselor, who served two buildings. The program has grown some each year. In 1982-83, 3 counselors served 6 buildings; in 1983-84, 5-1/2 counselors served 15 buildings; in 1984-85, 7-1/2 counselors will serve 19 buildings.

As the number of elementary counselors has increased, their individual workloads have also increased. Initially, counselors were to serve each building on a halftime basis. In 1983-84, one counselor served four buildings; another served three; while a third, who was halftime counselor-halftime teacher, served two buildings. This resulted in a counselor-pupil ratio of 937 for the 15 schools the 5-1/2 counselors served.

Neither the School Laws of Iowa nor the North Central Association of Colleges and Schools specify a standard for a counselor-elementary pupil ratio. That number is left up to the local boards. The following is a summary of the current standards and policies for elementary schools:

Iowa Administrative Rules

- 3.5 (16) The board shall adopt and maintain a clearly described program of guidance services for its elementary schools to aid pupils with their personal, educational, and career developments.

NCA Elementary Policy and Standards 1983-85

- Standard VIII 8.23 Provision shall be made for guidance services. Such services may be provided by a guidance counselor or by the use of teacher personnel, provided the teachers are accorded the scheduled time and the inservice education (under the direction of qualified guidance personnel) necessary for the work.
- 8.24 The school shall provide assistance to teachers for improvement of their guidance skills.

- 8.25 The school shall have written policies and procedures relating to the operation of its guidance services.

Exemplary Criteria The school shall maintain a guidance program with a ratio of one counselor to each 450 students, with no school having less than 1 halftime counselor.

Although there is no official recommendation for a counselor/elementary pupil ratio, both the Guidance Services Section of the Department of Public Instruction and NCA recommend that it not exceed 450. In fact, the Department of Public Instruction has given some consideration to recommending a counselor/teacher ratio versus a counselor/pupil ratio at the elementary level.

Dick Nystuen, Director of Pupil Services, Cedar Falls, surveyed the 17 largest Iowa districts during the 1982-83 school year regarding counselor ratios. The data is displayed in Table 10. About two-thirds (eleven) of the districts had elementary counselors. Only one of those met the exemplary criteria recommended by NCA and DPI of 450:1. The Des Moines district, with a ratio of 937:1 ranked 8th in pupil/counselor ratio of the 11 districts who reported having elementary counselors.

Elementary principals, teachers and parents appear to feel a real need for counseling in the elementary schools. In applying for a part-time counselor in their building for the 1984-85 school year, principals identified several factors which warranted the service of a counselor.

The following are some of their comments:

Many students receive private counseling from area agencies... Parents call consistently to gain information on parenting skills. Students have wide needs from sibling problems, one parent families, academic and social problems, needing a listening ear, etc. With the size of this school, the teachers and I cannot begin to meet all their counseling needs.

TABLE 10

Summary of Large School Counselor Data
1982-83 School Year

Largest 18 Districts Contacted - 17 Returned Questionnaires

School	SENIOR HIGH			JUNIOR HIGH (Middle School)			ELEMENTARY		
	Grade Levels	Counselor/ Pupil Ratios	Extended Contract Days	Grade Levels	Counselor/ Pupil Ratios	Extended Contract Days	Grade Levels	Counselor/ Pupil Ratios	Extended Contract Days
Ames	10-12	1/163	3 @ 20 4 @ 1+	7-9	1/194	1.5-5.5	1-6	1/547	0
Burlington	10-12	1/333	0	6-8	1/484	0	K-5	1/2647	0
Cedar Falls	10-12	1/260	8	7-9	1/320	8	K-6	1/892	5
Cedar Rapids	10-12	1/292	7.5	7-9	1/334	5-10	K-6	1/432	0-10
Clinton	9-12	1/332	5 Head-10	6-8	1/405	5	K-5	0	0
Council Bluffs	10-12	1/278	5	7-9	1/272	5	K-6	1/1,112	5
Davenport	10-12	1/253	3 Head-20	7-9	1/286	0	K-6	0	0
Des Moines	9-12	1/450	5	6-8	1/425	5		4 for 40 bldgs.	5
Dubuque	9-12	1/329	0	7-8	1/379	0	K-6	1/1684	0
Ft. Dodge	10-12	1/243	3 @ 10 2 @ 30	7-9	1/283	10	K-6	1/854	0
M'Intown	10-12	1/297	8	7-9	1/354	2-5	K-6	1/653	0
Mason City	9-12	1/280	10 Flexible	6-8	1/294	10 Flexible	K-5	0	0
Muscatine	10-12	1/312	5 Head-10	7-9	1/467	5 Head-10	K-6	0	0
Ottumwa	9-12	1/400	10	7-8	1/451	10	K-6	0	0
Sioux City	9-12	1/291	0 Head-10	7-8	1/410	0 Head-10	K-6	0	0
Waterloo	9-12	1/316	0	6-8	1/334	0	K-5	1/898	0
West Des Moines	9-12	1/302	3 @ 10 2 @ 13 1 @ 14	7-8	1/353	1 @ 2 1 @ 13 1 @ 15	K-6	1/464	2

...the high number of single parent homes in our community where the parent needs assistance in home management skills, in dealing with behavior, family structure, stress, etc. Our neighborhood looks to the principal to help solve problems with abuse, theft, economics...

...we have an increasing number of one parent families. We run 250 entries and transfers in a year's time indicating we are becoming more transient in nature.

I'm convinced that many children in any school need extra guidance with their own self-concept as well as help in learning to cope and work cooperatively with others.

The staff and parents of our community feel strongly that there is a need for the services of an elementary counselor at all elementary schools. Parents and staff have sought the expertise of a counselor during staffings, conferences, or individually. We are very limited in what we can provide through our own psychologist and must refer them to outside agencies which discourages some people because of the economics involved. Teachers do a great deal of counseling but are limited because of the time involved. Principals counsel children almost daily.

In a letter signed by 13 of the 14 teachers in an elementary building, the staff reported their strong concern regarding the lack of a counselor in their building:

Many children today are faced with the kind of problems teachers are not equipped to cope with. Single parent homes, drugs, alcohol and child abuse problems all tend to create unstable environments... Parents, in many cases, are reluctant to go through the formal processes required to use the services of the school psychologist.

Because there appears to be such a great need for elementary counselors, they are in great demand in the buildings. The counselors themselves, however, expressed concern because their tight schedules would not permit them to encourage many teacher/student referrals. In an effort to use their building time efficiently and to reach a great number of students, the counselors themselves scheduled classroom guidance classes. Table 11 shows the amount of scheduled time counselors conducted classroom guidance activities.

TABLE 11
Scheduled Time in Elementary¹ Guidance Classes
1983-84

Grade	Number of Classes	Number of Counselors	Total Hours	Minutes Per Session
K	39.0	5.5	371	40
1	38.5	5.5	342	40
2	35.5	5.5	310	--
3	34.0	5.5	285	10
4	32.0	5.5	270	40
5	30.0	5.0	272	30
6	1.0	.5	5	--
8	1.0	.5	6	40
Special Education	22.0	5.0	160	--
Preschool	4.0	1.0	24	--
Total			2,048	

¹Fifteen elementary buildings including two kindergarten through eighth traditional schools.

The 5-1/2 counselors spent over 2,000 hours in classroom guidance during the 1983-84 school year. Elementary students attend school approximately six hours daily. With time out for lunch and recess, they are available for instruction about 5-1/4 hours per day. This means that counselors offered slightly less than 400 elementary class days of guidance activities during 1983-84. That is primarily the reason that

the median for direct contact time for elementary counselors (Table 3) was so much higher than any other group.

The classroom guidance activities covered a wide range of topics. Many of them focused on improving self-concept and relationships with others. A number of the sessions involved family and community problems such as divorce, blended families, siblings, drugs, alcohol and neighborhood safety. Other sessions stressed self-management/relaxation strategies to deal with anger, fear, and anxiety. Still others involved school achievement and improving skills necessary for success.

In addition to scheduled classroom guidance, counselors conducted small group counseling, handled referrals, made presentations for staff, parents and community and participated in staffings. A complete job description can be found in Appendix D.

Because of the nature of their assignments, counselors found themselves stretched pretty thin. What they did do, however, seemed to be well received. The following are excerpts taken from letters to the Supervisor of Guidance.

A principal in reviewing the counseling program stated:

...we are having less fights and arguments than we had earlier. Children in all classrooms have received help from the counselor in the areas of problem-solving, control of tempers and choosing alternatives. Now, more often than before, children will come to an adult to help rather than resorting to fighting... the counselor has worked with children and adults in crises situations. Often in these cases the opportunity to provide help is of more lasting value than meting out discipline.

A teacher wrote to express her concern about a reduction in classroom guidance activities:

As a participating teacher in the counselor's classroom sessions, I am both appreciative of his fine skills with large groups and frustrated that he did not have more time with classes, due to his schedule. In the classroom setting, he is able to touch all the students in helping them to understand themselves, to relate better to others, and to gain insights into the larger problems which now affect or will affect so many of the students: divorce, death, child abuse, drugs, etc. Many children are reluctant to take the initiative to vocalize concerns, and a general class presentation enables them to explore positive ways of dealing with events they are encountering.

Several students wrote about their feelings after working with a counselor. These are some of their comments:

Having you here made me feel good. I had some feelings I told you about, and it made me feel good about myself...I've learned lots of ways of coping with the world.

I hope you could teach the same things to my brother and other students that you taught me.

I wish you could have had time to talk about death.

You were very special to our class, and we loved it when you came. You taught us that we are special and how to use our imagination. You taught us no one is better than anyone else.

You helped me a lot by telling me how to relieve(sic) stress.

As I grow older, my brain connects information I receive(sic). It is hard to pass by without me knowing. Things like abuse and divorce confuse me, I don't know how to deal with them. I needed your support and advice...The joy of growing up is hard sometimes and you have helped me through it.

...unlike other counselors and psychologists I've heard of, you seemed to look at things from a kid's point of view...You are not only a counselor, you're a friend.

If these letters reflect the general feeling of the staff and students, being able to work with an elementary counselor was a valuable experience. Those who did write indicated that they did not want to lose the help the counselor had provided. They were aware of their needs and saw the counselor as one effective way of filling them.

Children's Worries and Problems Survey

In the fall 1983 and again in the spring 1984, randomly selected 3rd and 5th grade classes in 17 elementary buildings were surveyed regarding their worries and problems. These elementary schools included five who had counselors the previous year and continued to have counselors, six that had counselors for the first time that year and six that did not have counselors. There were 766 students surveyed in the fall and 747 surveyed in the spring. About an equal number of boys and girls and third and fifth graders participated.

The surveys were orally administered by the elementary counselor, AEA counselor, or program evaluator. The administrator prefaced the survey by briefly talking about worries and problems to help the students be aware that everyone worried sometime. The children were advised that there were no right or wrong answers and it was alright to have all "no" answers or all "yes" answers or any combination in between. They were then instructed to answer "yes" to only those items which listed things they felt they worried too much about. They were told not to respond "yes" to an item unless it represented something that was

a big worry or problem, one they felt they spent too much of their time worrying about.

The survey was adapted from one developed by Beverly Celotta, University of Maryland. There were 69 items. There were 35 items pertaining to things children worry too much about; 11 items pertaining to things they had a problem with; 19 items pertaining to their perceptions of themselves and others; and 4 items pertaining to things they wondered about.

It is an accepted view that children have important developmental tasks to accomplish. The writings of Havighurst¹ and Erikson² outline the developmental stages and their tasks from infancy to mature age. Growth is a continuous process, for the tasks follow a pattern of readiness. The ground work for successful accomplishment of a particular task is prepared in previous stages, worked on, and further refined in subsequent stages.

Children in grades 3 and 5 Havighurst would classify as Middle Childhood (age 6-11) and Erikson would classify as Early Schooling (ages 5-9) and Middle Childhood (ages 10-11). Table 12 summarizes the developmental tasks of elementary children as outlined by Havighurst and Erickson.

Children's Worries

The responses of Des Moines third and fifth graders clearly reveal that they are hard at work on their developmental tasks. Forty of the sixty-nine items were selected by forty percent or more as concerns.

¹Robert J. Havighurst, Human Development and Education (New York: David McKay Company, Inc., 1953).

²Erik H. Erikson, "Identity and the Life Cycle," Psychological Issues, Vol. 1, Monograph 1 (1959).

TABLE 12

Summary of Developmental Tasks of Elementary Children

Havighurst:

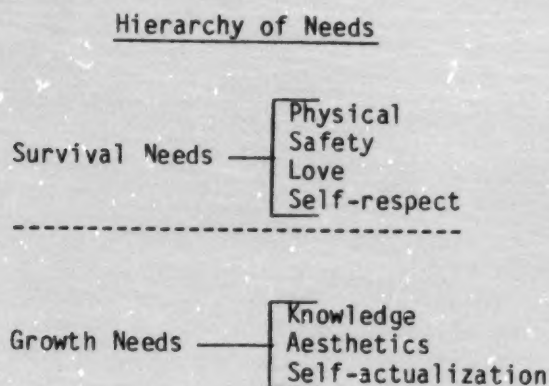
1. Learning physical skills necessary for ordinary games.
2. Build wholesome attitudes toward oneself as a growing organism.
3. Learning to get along with age-mates.
4. Learning an appropriate masculine or feminine social role.
5. Developing fundamental skills in reading, writing and calculating.
6. Developing concepts necessary for everyday living.
7. Developing conscience, morality and a scale of values.
8. Achieving personal independence.
9. Developing attitudes toward social groups and institutions.

Erikson:

1. Need for approval by authority figures.
 - a. Accept rules and procedures.
 - b. Control emotions.
 - c. Understand rights of others.
 - d. Accept teachers as model and guide.
 - e. Make effort toward school achievement.
 2. Need for approval by peers.
 - a. Care for own appearance.
 - b. Win acceptance in school group.
 - c. Develop play skills.
 - d. Conform to sex role.
 - e. Accept group code.
 - f. Learn to compete within the code.
 3. Need for independence.
 - a. Carry on tasks without supervision.
 - b. Enjoy own industriousness.
 - c. Accept some conflict with authority.
 4. Need for competence and self-respect.
 - a. Master school work.
 - b. Master physical skills for games.
 - c. Accept own physical characteristics, aptitude for school.
 - e. Find means of earning pocket money.
-

Tables 13-17 display the data regarding the items about which children felt they worried too much. Their responses were clustered into three categories: physiological/psychological safety, school performance, and self-concept.

These categories mirror the hierarchy of needs as identified by Maslow³ who held that all needs can be classified as either survival or growth needs. According to Maslow, needs cannot be successfully satisfied at a particular level unless the lower level needs are met. The following is a summary of his theory:



The major worries of the students show that they are more concerned about their survival than their growth. Survival of their family members and death and dying were ranked one and two in both the fall and spring survey. Children reflect the values and attitudes of their parents. Our society is currently concerned with wellness and the desire to prolong youth. We deny death and do all we can to avoid the telltale signs of aging which only serve to remind us of our own mortality.

³A. H. Maslow, "Theory of Human Motivation," in Twentieth Century Psychology (New York: The Philosophical Library, 1946), pp. 22-48.

TABLE 13

Items Elementary Students Reported Worrying Too Much About
Fall 1983 and Spring 1984 Comparison

	1983 ¹		1984 ²	
	Rank ³	Percent	Rank ³	Percent
<u>Physiological/Psychological Safety</u>				
Sick/hurt family members	1	81	1	77
Death/dying	2	75	2	70
Illegal drugs	4	62	7	54
Problems in the family	5	60	4	58
Getting sick or hurt	6	59	8	51
Neighborhood safety	7	58	10	49
Alcohol	11	53	10	49
Having enough money	12	51	12	46
Getting punished	14	43	20	34
<u>School Performance</u>				
What teacher thinks of work	3	63	6	56
Changing to next grade	7	58	3	60
Test performance	7	58	8	51
What parents think of work	10	57	5	57
Doing well in class work	13	49	13	45
<u>Self-concept</u>				
What others think of you	14	43	14	44
Being too clumsy	14	43	17	36
Being a bad child	17	42	17	36
Being too fat	18	41	19	35
Being too ugly	20	40	16	40
A physical disability you have	20	40	24	30

¹ 766 third and fifth graders in 17 buildings.

² 747 Third and fifth graders in 17 buildings.

³ Rank among 35 items.

It is also important to remember that children at this age are very keenly aware of their dependence on their caretakers. They know that their survival depends on having adults to fill their needs. It is important to them that their caretakers are healthy and available to them. The elementary school children have little power to control events and situations in their lives. They must count on the significant others in their homes, schools, and community to provide for them and their needs.

The high response to other items classified as physiological/psychological safety further reveals the children's preoccupation with survival. About half of them indicated that they worried too much about illegal drugs, getting sick or hurt, neighborhood safety, alcohol, or having enough money. The results clearly show that the major concerns of the surveyed students were at Maslow's lower two levels, physical and safety needs.

One of the developmental tasks for this age level is to obtain approval by authority figures, particularly parents and teachers. One way to win approval is through good school performance. A majority of the students reported that they felt they worried too much about what teachers think of their work (63 percent/56 percent); changing to the next grade (58 percent/60 percent); test performance (58 percent/51 percent); what parents think of their work (57 percent); and doing well in classwork (49 percent/45 percent).

Love and self-respect are also classified as survival needs. The majority of the students indicated that they worried about the approval (one way of showing love) of significant others. They worried about

demonstrating their own good qualities (self-respect) by doing well on tests and in class work.

Their responses showed that they were concerned about how others perceived them. More than a third were concerned too much of the time about what others thought of them (43 percent/44 percent); being too clumsy (43 percent/36 percent); being bad (42 percent/36 percent); being too fat (41 percent/35 percent); being too ugly (40 percent; or a physical disability they had (40 percent/30 percent).

The surveyed students can be almost equally divided into one of three groups based upon the status of counselors in their buildings; those that had counselors the previous year and continued to have them during the 1983-84 school year, those that had counselors in their building for the first time during 1983-84, and those that did not have counselors.

Table 14 displays the data for the three groups regarding items students reported worrying too much about. In each group, fewer children reported major worries in the spring than in the fall. The group with continuing counselors, however, had significantly fewer students with worries in the spring. This group showed a general decline in worries for each item ranked high during the fall survey. The decline was not only inclusive of each item but was generally larger as well.

The schools with new programs and no programs generally showed a decline in the number of reported worries. Those with programs new to the building had a decline for 14 of the items; those with no counselors had a decline for 13 items. The amount of decline was somewhat larger for schools with new counselors than for schools with no counselors.

TABLE 14

Major Worries of Elementary Students According to Counselor Status
Fall 1983 and Spring 1984 Comparison

	Continuing Programs		New Programs		No Counselors	
	N=227 Fall %	N=230 Spring %	N=241 Fall %	N=240 Spring %	N=277 Fall %	N=278 Spring %
<u>Physiological/Psychological Safety</u>						
Sick/hurt family members	81	65	84	82	82	83
Death/dying	75	59	75	76	78	75
Illegal drugs	62	47	61	55	64	61
Problems in the family	58	49	60	64	62	61
Getting sick or hurt	54	36	60	63	63	54
Neighborhood safety	48	38	68	57	60	52
Alcohol	54	39	56	53	51	55
Having enough money	56	39	46	46	55	53
Getting punished	48	28	47	38	37	35
<u>School Performance</u>						
What teacher thinks of work	56	48	66	64	68	56
Changing to next grade	57	55	62	60	59	65
Test performance	58	37	62	59	59	56
What parents think of work	47	46	61	59	62	65
Doing well in class work	38	36	53	54	54	46
<u>Self-concept</u>						
What others think of you	41	38	47	44	42	49
Being too clumsy	41	26	47	39	44	41
Being a bad child	41	31	44	36	44	41
Being too fat	39	24	42	36	45	45
Being too ugly	37	33	39	42	44	45
A physical disability you have	42	22	39	33	43	35

There is some indication that counselors over a period of time can make a difference in helping children progress with the developmental tasks for their age level. Without further study, it is unwise to state that continuing counselors account for the differences reported. Other factors such as guidance inservice for teachers, nurturing characteristics of the staff and building climate should be examined to determine if they affect measurable differences among the groups.

Tables 15 through 17 display the data for each sex within each grade in a particular group. Study of this data reveals that the number of reported worries vary according to grade level and sex. Third graders reported more worries than fifth graders. More females than males, sometime in substantial amounts, reported worrying too much of the time. As a group, third grade girls worried the most. Although fifth grade girls generally reported a decrease in the number of worries, they still far outnumbered the boys in the number of reported worries.

Children's Negative Self-perceptions

More than 40 percent of the students selected 9 of the 19 items indicating that they perceived themselves or their situation as being negative. Tables 18 through 22 display the data.

Like the worries, the negative perceptions generally decreased by the end of the school year. The decline was small except for children reporting that they were less tired in the spring (35 percent) than they had been in the fall (50 percent). The fall survey came at a time when children are usually tired, however, as they adjust once again to sitting for long periods in warm classrooms and become accustomed to the changeover from daylight savings time.

TABLE 15
Items Elementary Students With Continuing Counselors
Reported Worrying Too Much About
Fall 1983 and Spring 1984 Comparison

		1983		1984	
		Grade 3 (N=56)	Grade 5 (N=51)	Grade 3 (N=63)	Grade 5 (N=53)
	Males				
	Females	(N=59)	(N=61)	(N=57)	(N=55)
		%	%	%	%
<u>Physiological/Psychological Safety</u>					
Sick/hurt family members	Males	86	75	71	54
	Females	83	80	74	60
Death/dying	Males	71	69	63	40
	Females	76	84	72	58
Illegal drugs	Males	66	53	53	26
	Females	73	56	68	37
Problems in the family	Males	57	53	37	43
	Females	64	57	58	59
Getting sick or hurt	Males	48	43	34	28
	Females	65	59	47	31
Neighborhood safety	Males	54	43	42	32
	Females	55	39	49	30
Alcohol	Males	63	34	50	17
	Females	69	46	61	24
Having enough money	Males	48	49	40	28
	Females	72	54	53	36
Getting punished	Males	46	46	32	21
	Females	44	56	33	24
<u>School Performance</u>					
What teacher thinks of work	Males	59	53	54	45
	Females	47	66	49	42
Changing to next grade	Males	56	58	51	47
	Females	66	48	65	56
Test performance	Males	42	65	42	26
	Females	54	69	42	36
What parents think of work	Males	42	55	46	43
	Females	39	51	47	47
Doing well in class work	Males	35	33	40	32
	Females	31	52	30	44
<u>Self-concept</u>					
What others think of you	Males	36	29	31	33
	Females	40	56	40	51
Being too clumsy	Males	42	37	32	19
	Females	41	43	26	25
Being a bad child	Males	50	43	51	15
	Females	45	26	37	16
Being too fat	Males	39	29	30	15
	Females	47	39	19	29
Being too ugly	Males	38	25	37	16
	Females	38	46	42	33
A physical disability you have	Males	41	37	25	11
	Females	56	34	37	13

TABLE 16
Items Elementary Students With New Counselors
Reported Worrying Too Much About
Fall 1983 and Spring 1984 Comparison

		1983		1984	
		Grade 3	Grade 5	Grade 3	Grade 5
	Males	(N=54)	(N=63)	(N=70)	(N=50)
	Females	(N=55)	(N=69)	(N=54)	(N=66)
		%	%	%	%
<u>Physiological/Psychological Safety</u>					
Sick/hurt family members	Males	87	81	80	76
	Females	89	81	88	83
Death/dying	Males	74	67	69	66
	Females	83	77	91	83
Illegal drugs	Males	70	37	56	38
	Females	74	64	72	54
Problems in the family	Males	65	43	57	52
	Females	66	65	76	71
Getting sick or hurt	Males	57	40	63	40
	Females	74	70	74	71
Neighborhood safety	Males	65	62	56	55
	Females	75	71	54	62
Alcohol	Males	67	38	58	34
	Females	63	55	67	49
Having enough money	Males	50	32	49	42
	Females	41	45	56	40
Getting punished	Males	53	32	36	32
	Females	53	51	46	38
<u>School Performance</u>					
What teacher thinks of work	Males	53	60	54	51
	Females	66	80	77	72
Changing to next grade	Males	54	60	51	60
	Females	57	71	69	61
Test performance	Males	55	63	47	54
	Females	57	76	57	77
What parents think of work	Males	63	56	56	58
	Females	61	62	60	64
Doing well in class work	Males	45	51	40	54
	Females	51	64	53	70
<u>Self-concept</u>					
What others think of you	Males	33	33	34	40
	Females	59	62	44	58
Being too clumsy	Males	47	37	39	32
	Females	54	48	37	48
Being a bad child	Males	66	35	41	28
	Females	40	34	46	29
Being too fat	Males	49	29	26	30
	Females	39	45	48	42
Being too ugly	Males	44	21	33	35
	Females	50	41	51	50
A physical disability you have	Males	55	32	39	22
	Females	41	32	43	27

TABLE 17
Items Elementary Students With No Counselors
Reported Worrying Too Much About
Fall 1983 and Spring 1984 Comparison

		1983		1984	
		Grade 3 (N=67)	Grade 5 (N=66)	Grade 3 (N=65)	Grade 5 (N=67)
		(N=64)	(N=80)	(N=71)	(N=75)
		%	%	%	%
<u>Physiological/Psychological Safety</u>					
Sick/hurt family members	Males	83	80	91	75
	Females	89	78	96	72
Death/dying	Males	78	67	77	63
	Females	86	79	87	74
Illegal drugs	Males	72	60	69	37
	Females	73	53	83	53
Problems in the family	Males	56	58	57	55
	Females	57	71	73	57
Getting sick or hurt	Males	55	54	62	39
	Females	71	67	67	50
Neighborhood safety	Males	60	52	52	40
	Females	71	55	68	47
Alcohol	Males	50	42	62	33
	Females	64	50	77	47
Having enough money	Males	58	51	61	37
	Females	46	53	63	50
Getting punished	Males	40	29	35	24
	Females	38	39	49	32
<u>School Performance</u>					
What teacher thinks of work	Males	68	64	60	48
	Females	60	75	70	48
Changing to next grade	Males	57	53	60	54
	Females	60	61	69	76
Test performance	Males	49	58	45	48
	Females	49	73	76	53
What parents think of work	Males	62	58	71	64
	Females	60	65	68	57
Doing well in class work	Males	49	55	42	43
	Females	44	61	61	37
<u>Self-concept</u>					
What others think of you	Males	37	38	42	46
	Females	44	48	54	53
Being too clumsy	Males	54	30	48	28
	Females	52	40	59	29
Being a bad child	Males	48	34	50	21
	Females	53	41	55	36
Being too fat	Males	42	32	52	24
	Females	60	44	59	42
Being too ugly	Males	45	30	49	32
	Females	53	47	56	44
A physical disability you have	Males	46	35	46	17
	Females	52	37	54	25

TABLE 18

Perceptions of Self and Others Reported by Elementary Students
Fall 1983 and Spring 1984 Comparison

	1983 ¹		1984 ²	
	Rank ³	Percent	Rank ³	Percent
People tease you	1	60	1	52
You get too bored	2	59	2	51
You get too tired	3	50	10	35
You get too upset about things	3	50	3	50
You get too angry about things	5	48	4	48
People ignore you	6	45	6	40
People get too angry	7	43	5	41
You get too embarrassed	8	42	6	40
You get too angry with others	9	41	8	41

¹ 766 third and fifth graders in 17 buildings.

² 747 Third and fifth graders in 17 buildings.

³ Rank among 19 items.

TABLE 19

Perceptions of Self and Others Reported by Elementary Students
According to Counselor Status
Fall 1983 and Spring 1984 Comparison

	Continuing Counselors		New Counselors		No Counselors	
	N=227 Fall %	N=230 Spring %	N=241 Fall %	N=240 Spring %	N=277 Fall %	N=278 Spring %
People tease you	58	53	41	43	44	44
You get too bored	62	47	66	53	54	55
You get too tired	48	31	54	37	50	36
You get too upset about things	45	45	55	55	49	52
You get too angry about things	43	43	52	49	50	52
People ignore you	47	35	46	47	44	40
People get too angry	41	37	46	44	43	44
You get too embarrassed	49	41	41	38	48	42
You get too angry with others	40	31	41	43	44	44

TABLE 20

Perceptions of Self and Others by Elementary Students
With Continuing Counselors
Fall 1983 and Spring 1984 Comparison

		1983		1984	
		Grade 3	Grade 5	Grade 3	Grade 5
Males		(N=56)	(N=51)	(N=63)	(N=53)
Females		(N=59)	(N=61)	(N=57)	(N=55)
		%	%	%	%
People tease you	Males	58	45	46	55
	Females	62	62	58	56
You get too bored	Males	52	63	46	34
	Females	71	62	58	50
You get too tired	Males	48	39	33	17
	Females	60	48	39	33
You get too upset about things	Males	46	61	35	30
	Females	42	45	53	65
You get too angry about things	Males	41	53	37	43
	Females	42	43	44	49
People ignore you	Males	55	39	44	23
	Females	47	48	44	28
People get too angry	Males	43	40	37	32
	Females	47	33	44	33
You get too embarrassed	Males	29	25	40	28
	Females	36	49	51	44
You get too angry with others	Males	40	40	26	31
	Females	46	36	23	47

TABLE 21
Perceptions of Self and Others by Elementary Students
With New Counselors
Fall 1983 and Spring 1984 Comparison

		1983		1984	
		Grade 3 (N=54)	Grade 5 (N=63)	Grade 3 (N=70)	Grade 5 (N=50)
		(N=55)	(N=69)	(N=54)	(N=66)
		%	%	%	%
People tease you	Males	62	55	48	49
	Females	77	38	69	64
You get too bored	Males	53	68	43	24
	Females	69	68	40	38
You get too tired	Males	60	43	43	24
	Females	60	50	40	38
You get too upset about things	Males	51	45	51	44
	Females	51	57	53	68
You get too angry about things	Males	37	50	43	56
	Females	52	58	36	59
People ignore you	Males	42	30	43	35
	Females	51	66	61	49
People get too angry	Males	48	34	39	32
	Females	49	57	54	52
You get too embarrassed	Males	33	30	31	22
	Females	42	44	46	50
You get too angry with others	Males	31	45	37	46
	Females	45	54	34	56

TABLE 22
Perceptions of Self and Others by Elementary Students
With No Counselors
Fall 1983 and Spring 1984 Comparison

		1983		1984	
		Grade 3	Grade 5	Grade 3	Grade 5
	Males	(N=67)	(N=66)	(N=65)	(N=67)
	Females	(N=64)	(N=80)	(N=71)	(N=75)
		%	%	%	%
People tease you	Males	56	44	45	39
	Females	57	75	52	51
You get too bored	Males	57	53	52	55
	Females	48	54	55	56
You get too tired	Males	52	37	31	31
	Females	60	48	48	34
You get too upset about things	Males	49	38	48	39
	Females	50	54	59	63
You get too angry about things	Males	55	51	48	57
	Females	38	52	49	53
People ignore you	Males	52	34	36	39
	Females	49	41	46	41
People get too angry	Males	42	38	33	46
	Females	39	47	53	42
You get too embarrassed	Males	38	37	34	30
	Females	63	53	59	42
You get too angry with others	Males	38	49	42	45
	Females	23	58	49	40

The greatest difference was in the group of students in buildings with continuing counselors. For each item ranked high in the fall, there was a decrease in the number of students who reported this perception in the spring. Buildings with new programs reported a decrease in four of the nine items; those with no counselors showed a decrease in three of the nine items. The decrease was somewhat greater for the schools with new programs than for those with no counselors.

The differences appear to be tied to grade level and sex. The females reported more negative perceptions than the males. Third grade females reported the most and fifth grade males reported the least. The decrease in the number of negative perceptions was greater for the males than the females. The third grade males reported a decrease for more of the items than any other group.

Children's Problems

The decline was not as great for reported problems as were the declines in worries and negative perceptions. The problems identified by the students mainly involved school achievement. Other than getting along with a sibling, the items reflected their concern about test performance and completing school assignments. The data is displayed in Tables 23 through 25.

The responses indicate some differences among the school groups, particularly for schools with continuing counselors. They showed a greater decrease in the number of problems, reporting an increase for only two of the seven problems: making time for homework and getting interested in school work (Table 24). Buildings with new programs reported an increase for four problems; those with no counselors reported

TABLE 23

Items Elementary Students Reported as Problems
Fall 1983 and Spring 1984 Comparison

	1983 ¹		1984 ²	
	Rank ³	Percent	Rank ³	Percent
Getting along with brother/sister	1	57	1	58
Getting too nervous taking tests	2	44	2	47
Making time for homework	3	39	3	39
Studying for tests	3	39	5	36
Understanding test instructions	3	39	7	32
Making good decisions	3	39	6	34
Getting interested in school work	7	37	4	40

¹ 766 third and fifth graders in 17 buildings.

² 747 Third and fifth graders in 17 buildings.

³ Rank among 11 problems.

TABLE 24

Items Reported as Problems by Elementary Students According
to Counselor Status
Fall 1983 and Spring 1984 Comparison

	Continuing Counselors		New Counselors		No Counselors	
	N=227 Fall %	N=230 Spring %	N=241 Fall %	N=240 Spring %	N=277 Fall %	N=278 Spring %
Getting along with brother/sister	66	56	56	61	55	62
Getting too nervous taking tests	42	40	49	53	42	47
Making time for homework	31	39	40	51	46	39
Studying for tests	34	28	44	41	41	38
Understanding test instructions	32	31	44	35	41	32
Making good decisions	34	31	46	36	39	40
Getting interested in school work	39	41	39	45	35	37

TABLE 25

Items Reported as Problems by Elementary Students
With Continuing Counselors
Fall 1983 and Spring 1984 Comparison

		1983		1984	
		Grade 3	Grade 5	Grade 3	Grade 5
		(N=56)	(N=51)	(N=63)	(N=53)
	Males				
	Females	(N=59)	(N=61)	(N=57)	(N=55)
		%	%	%	%
Getting along with brother/sister	Males	64	63	52	47
	Females	76	62	68	55
Getting too nervous taking tests	Males	33	33	40	23
	Females	41	61	60	33
Making time for homework	Males	18	43	41	40
	Females	35	30	49	36
Studying for tests	Males	29	33	27	36
	Females	38	34	26	33
Understanding test instructions	Males	30	33	40	21
	Females	33	30	36	24
Making good decisions	Males	22	44	33	26
	Females	45	30	44	26
Getting interested in school work	Males	39	43	42	30
	Females	38	34	44	42

TABLE 26

Items Reported as Problems by Elementary Students
With No Counselors
Fall 1983 and Spring 1984 Comparison

		1983		1984	
		Grade 3	Grade 5	Grade 3	Grade 5
		(N=67)	(N=66)	(N=65)	(N=67)
		(N=64)	(N=80)	(N=71)	(N=75)
		%	%	%	%
Getting along with brother/sister	Males	56	62	61	55
	Females	40	59	61	69
Getting too nervous taking tests	Males	43	28	46	34
	Females	48	48	57	50
Making time for homework	Males	58	42	35	43
	Females	45	37	35	43
Studying for tests	Males	38	39	38	40
	Females	42	44	28	46
Understanding test instructions	Males	39	46	38	29
	Females	27	47	39	24
Making good decisions	Males	31	35	40	30
	Females	41	44	31	43
Getting interested in school work	Males	33	38	43	45
	Females	22	39	31	30

TABLE 27

Items Reported as Problems by Elementary Students
With New Counselors
Fall 1983 and Spring 1984 Comparison

		1983		1984	
		Grade 3 (N=54) Females %	Grade 5 (N=63) (N=69) %	Grade 3 (N=70) (N=54) %	Grade 5 (N=50) (N=66) %
Getting along with brother/sister	Males	51	48	50	67
	Females	60	66	59	69
Getting too nervous taking tests	Males	33	46	42	38
	Females	47	67	65	65
Making time for homework	Males	41	40	50	40
	Females	38	45	57	54
Studying for tests	Males	35	41	31	46
	Females	47	49	41	49
Understanding test instructions	Males	40	38	33	22
	Females	41	53	35	48
Making good decisions	Males	36	41	33	29
	Females	50	56	40	42
Getting interested in school work	Males	44	32	42	50
	Females	44	33	40	48

an increase for three. Only the schools with continuing counselors reported a decrease in the number of students having a problem getting along with a brother/sister.

The females generally reported more problems than males. More third grade females reported problems than any other group, particularly in schools with new or no counselors. The number of fifth grade females showed the least amount of decrease in reported problems.

Children's Wonders

The survey included four items concerning wonders. The response was high for all four items (Table 28). There was a high percentage of "yes" responses in both fall and spring. At the end of the year, fewer students reported wondering why others acted the way they did.

The middle childhood years are a time of great curiosity and exploration. The questions and wondering reflect some of this inquisition which allows them to understand their sex roles and the group codes expected of them. The large number of students who reported wondering about their futures, their bodies, and the behavior of themselves and others probably is an indication of their age rather than anything else.

TABLE 28

Elementary Children's Wonders Fall 1983 and Spring 1984 Comparison

	1983 ¹		1984 ²	
	Rank ³	Percent	Rank ³	Percent
What you will do when you grow up	1	74	1	69
How your body works	2	62	4	53
Why you do the things you do	3	56	3	58
Why others act the way they do	4	55	2	61

¹ 766 third and fifth graders in 17 buildings.

² 747 Third and fifth graders in 17 buildings.

³ Rank among 4 items.

Sex and Grade Differences

Overall, there were some differences among the students which seemed to vary according to sex and grade. The majority of these differences concerned things about which the students felt they worried too much. Table 29 is a summary of the high ranking items which showed a large variance between sexes and grades.

Examination of the data indicates that generally females reported more worries, problems and negative perceptions than males. Both in the fall and spring, fifth grade males reported the least number of concerns and third grade females reported the most.

TABLE 29
Grade/Sex Differences
Worries, Problems and Perceptions

	Third Grade				Fifth Grade			
	Males		Females		Males		Females	
	Fall N=180	Spring N=198	Fall N=185	Spring N=182	Fall N=180	Spring N=170	Fall N=210	Spring N=196
Worries								
Physical/psychological safety								
Sick/hurt family members	85	81	86	87	79	69	79	72
Death/dying	76	68	82	83	67	57	80	73
Problems in family	60	51	63	69	51	50	65	63
Getting sick or hurt	54	53	71	63	46	36	66	52
Illegal drugs	70	59	74	75	50	34	57	49
Alcohol	60	57	66	69	38	28	50	41
Getting punished	47	34	45	43	35	25	48	32
School Performance								
What teacher thinks of work	61	56	59	66	60	48	74	54
Doing well in classwork	43	41	43	49	47	43	60	50
Doing well on tests	48	45	54	60	62	43	73	57
Self-concept								
What others think of you	36	36	48	47	34	40	54	54
Being too clumsy	48	40	50	42	34	27	43	34
Being a bad child	55	47	47	47	37	21	35	28
Being too fat	44	36	51	43	30	23	43	39
Being too ugly	42	40	48	50	25	28	45	43
A physical disability you have	47	37	51	45	35	17	35	22
Perceptions								
Get too tired	53	36	61	43	40	25	51	35
People ignore you	50	41	50	50	34	33	48	40
You get too embarrassed	34	35	47	53	31	27	53	46
You get too upset about things	50	45	49	55	47	38	56	65
Problems								
Getting too nervous taking tests	37	43	45	60	36	32	58	52
Making good decisions	76	68	82	83	67	57	80	73

Counselor-Time Differences

Elementary counselors were assigned to buildings halftime, quarter time or one-third time. Children in buildings with halftime counselors reported fewer concerns in all but 3 of the 37 high ranked items; those with one-third or quarter time counselors decreased in all but 6; those with no counselors decreased in all but 13. Table 30 shows 16 of the high ranking items from the children's survey which had a distinct difference in decline among the three groups.

Children in buildings with halftime counselors reported the greatest decrease in worries, problems, and negative perceptions. Of the 16 high ranking items which showed a difference based on counselor time (Table 30), children with halftime counselors showed a greater decrease for all items except two dealing with school work: making time for homework and what teacher thinks of student work.

Children in buildings with third or quarter time counselors reported a general decrease in concerns but not as much as children with halftime counselors. Children with no counselors reported the least amount of decrease in worries, problems and negative perceptions.

TABLE 30
Counselor-Time Differences
Elementary Children's Worries, Problems, Perceptions
Fall 1983 and Spring 1984 Comparison

	Quarter/Third Time Counselors		Halftime Counselors		No Counselors	
	N=253	N=239	N=226	N=230	N=283	N=278
	Fall %	Spring %	Fall %	Spring %	Fall %	Spring %
Worries						
Sick/hurt family members	82	77	83	70	82	83
Death and dying	73	72	77	63	78	75
Doing well on tests	60	57	60	40	59	56
What teacher thinks of work	63	61	59	51	68	56
Getting sick/hurt	58	55	57	44	63	54
Alcohol	52	46	57	46	51	55
Illegal drugs	59	55	64	47	64	61
Having enough money	41	41	57	45	55	53
Getting punished	46	33	49	33	37	35
Being too clumsy	43	37	45	29	44	41
Being too fat	42	35	39	25	45	45
Perceptions						
Get too bored	66	53	60	47	54	55
Get too upset	49	53	55	47	49	52
Get too angry	36	38	46	37	44	44
Problems						
Getting along brother/sister	61	60	61	56	55	62
Making time for homework	40	50	32	40	46	39

Student Survey of Guidance Services

In spring 1984 a first, third and fifth grade class from each of the 15 elementary buildings served by a counselor were randomly selected to answer 6 questions about the guidance program in their buildings. There were 830 usable surveys returned, representing a fairly equal number from each grade level. Because some counselors served the buildings on a halftime basis while others served them a third or quarter of the time, the data (Table 31) is displayed according to amount of time the counselor was in the building.

Study of the data clearly shows that an increased amount of counselor time in a building can be associated with an increase in: 1) the amount of both formal and informal contact with students, 2) the number of self and staff referrals, 3) the kinds of problems referred to a counselor, and 4) the degree of helpfulness to the student.

It is only logical that the more available a counselor is (halftime versus quarter or third), the more staff and students will use counselor services (number of referrals). It also follows that as students become more familiar with counselors, they will feel more comfortable sharing a number of problems with them.

Surveyed students who had a chance to work with a halftime counselor were generally more pleased with the result than those who had access to a counselor a third or quarter of the time. They not only talked to a counselor more, visited with them in more places, tended to both initiate or be referred more, and discussed more problems with them, they were also more satisfied with the result of the guidance and counseling they were provided.

Staff Survey of Guidance Services

The staff at the 15 elementary schools with counselors were surveyed during spring 1984 regarding their opinions of the guidance program in their buildings. A total of 248 (a response of 73 percent) completed the survey. Table 32 shows their assignments and levels.

TABLE 31
Elementary Student Spring 1984 Survey Guidance Program
15 Buildings

	Quarter/Third Time Counselors				Halftime Counselors			
	N=501				N=329			
	Grade				Grade			
	One	Three	Five	All	One	Three	Five	All
	%	%	%	%	%	%	%	%
Know who counselor is	98	95	86	93	99	98	93	96
How many times talked with counselor:								
0 times	19	48	26	30	0	18	13	11
1-3 times	12	10	20	14	8	27	16	18
4-6 times	18	3	16	13	15	22	26	22
7 or more times	48	39	36	42	71	32	46	47
Where talked with counselor:								
office	25	33	26	28	48	56	63	57
hall	34	21	33	29	60	36	34	42
playground	21	7	15	15	17	12	5	11
small group	10	9	26	15	21	46	63	45
classroom	79	43	60	62	100	71	59	74
lunchroom	20	12	18	17	67	37	17	38
did not talk	12	32	26	23	1	11	12	9
Why talked with counselor:								
student needed	10	14	13	12	23	41	40	36
teacher wanted	11	5	12	9	23	4	7	10
parents wanted	6	3	6	5	13	16	9	13
counselor wanted	10	13	22	15	13	30	36	27
principal wanted	2	3	3	2	1	3	3	3
did not talk	59	49	61	57	47	38	25	36
What talked about:								
feel better about self	51	18	38	37	68	30	41	44
getting along with others	49	27	39	39	78	44	48	54
family	28	19	26	24	55	26	36	38
friends	52	25	34	37	77	38	40	49
school work	26	14	28	23	56	22	23	31
other	44	16	39	34	60	43	51	51
did not talk	17	35	37	29	1	26	14	15
How much talking with counselor helped:								
very	62	23	26	38	74	44	40	50
some	12	15	28	19	17	27	35	27
not at all	2	3	5	3	1	4	7	5
did not talk	21	32	38	30	2	23	15	15

TABLE 32
Elementary Staff Survey
Assignments and Level

	None Reported	K-2	3-5	K-5	All
None Reported	2	1	1	1	5
Classroom Teacher	29	73	56	9	167
Special Teacher	17	11	9	21	58
Nurse	7	-	-	2	9
Administration	8	-	-	1	9
Total	63	85	66	34	248
Percent	25	34	27	14	100

Their responses are tabled according to the amount of time counselors were assigned to their buildings (Table 33). The staff with halftime counselors proportionately referred more students for individual or group counseling than those with third or quarter time counselors. They also referred students for a greater number of problems. Fewer of them (nine percent) did not refer students than did the staff with third or quarter time counselors (17 percent).

On the other hand, the staff with quarter or third time counselors requested more classroom guidance. Because of their limited building schedule, counselors who were in the buildings less than two days a week often found classroom guidance the easiest service to provide, for it could be prescheduled. Its limitation, however, was that it was a generalized guidance service not appropriate for helping students with individual personal problems which could be better handled through individual or small group counseling.

The staff was asked its opinion of the guidance services provided by the counselors in their buildings. Figures 1 and 2 display their responses based on the amount of time the counselor was assigned to

FIGURE I
ELEMENTARY STAFF SURVEY
OPINION: BENEFIT OF COUNSELING
SPRING, 1984

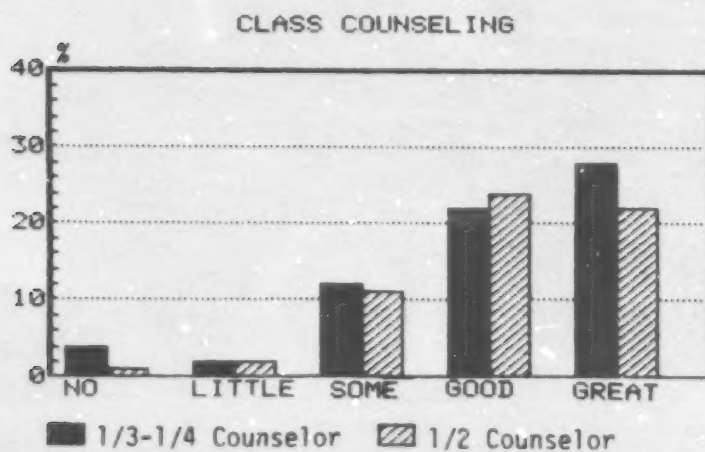
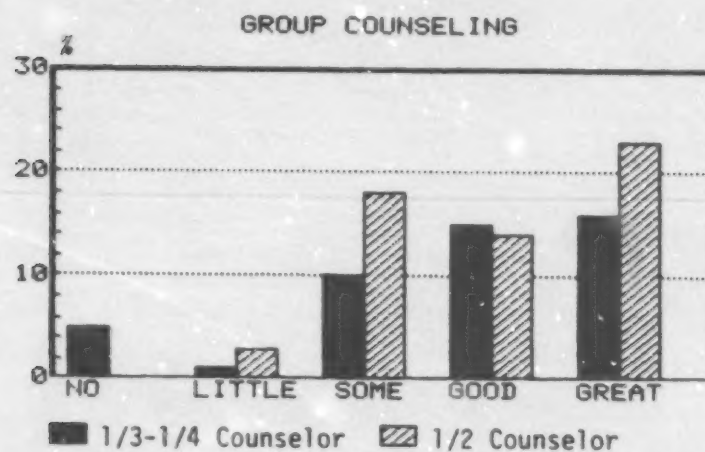
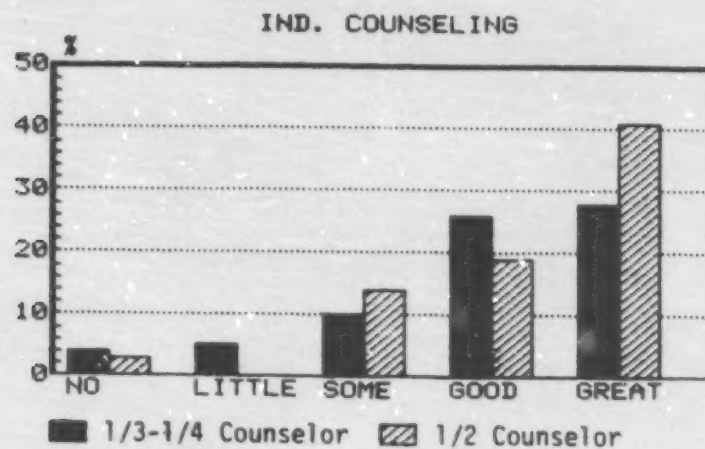
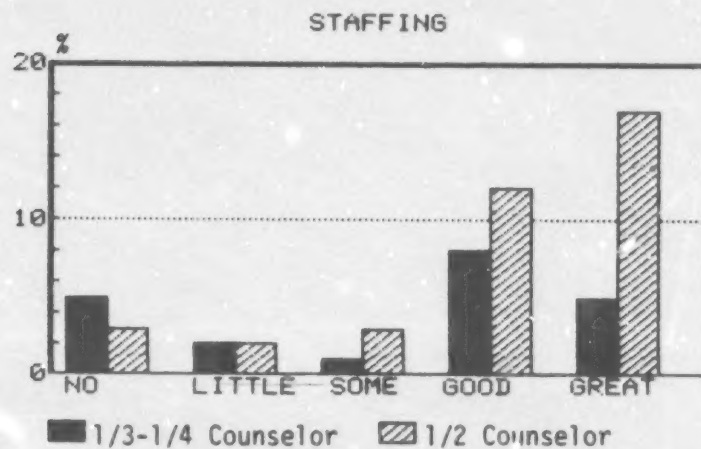
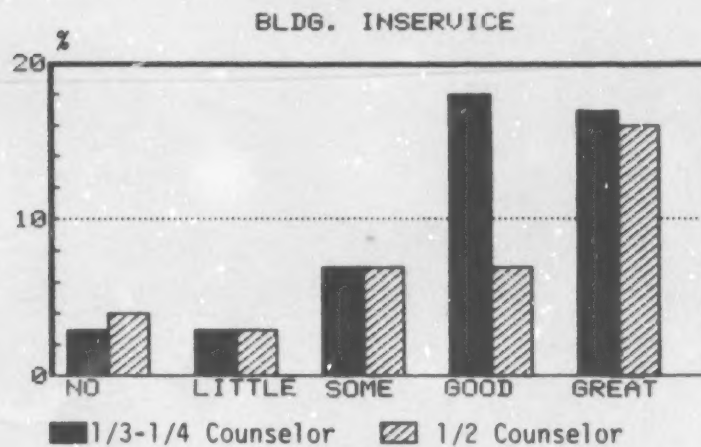
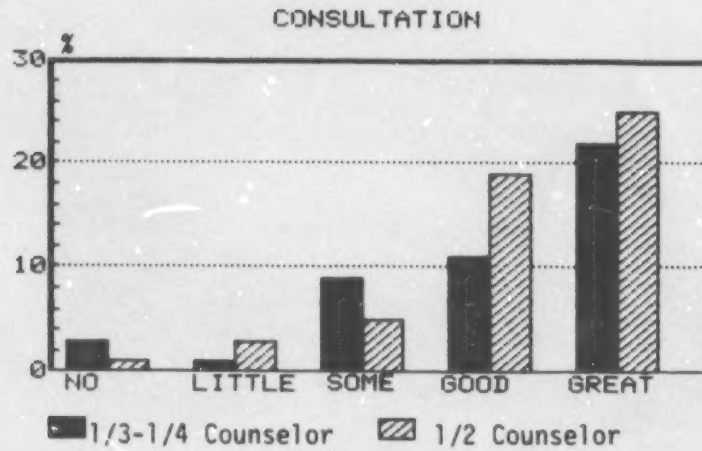


FIGURE 2
ELEMENTARY STAFF SURVEY
OPINION: BENEFIT OF GUIDANCE SERVICES
SPRING, 1984



their building. Those served by halftime counselors were more favorable toward the individual and group counseling, consultation, and staff than those served by a third or quarter time counselor. The staff of third or quarter time counselors were more favorable toward classroom guidance and inservice conducted by the counselor than was the other group.

The information in Table 33 shows that third or quarter time counselors conducted more classroom guidance and had a greater portion of the staff attend a counselor inservice. This would help explain why staff in those buildings were more positive toward those services. Conversely, Table 33 provides similar information about the services of halftime counselors. More teachers in those buildings referred students for individual and group counseling and worked with the counselors in student staffings. The one exception is that even though fewer of the staff in halftime counselor buildings reported consultations with a counselor (50 percent) than did those with third or quarter time counselors (52 percent), the halftime counselor staff was generally more favorable toward consultations involving counselors.

Several of the surveyed staff wrote comments about the guidance program. A list of these comments can be found in Appendix E. The comments indicate that the staff was generally pleased with the guidance program but felt that the benefits were limited by the abbreviated time the counselors were in the buildings.

Elementary Summary

The data in this report gives rise to several questions. A high number of students reported worries on the survival level. According to

TABLE 33
Elementary Staff Survey Guidance Program
Spring 1984

	Quarter/Third Time Counselor N=148 %	Halftime Counselor N=100 %
Ways worked with counselor this year:		
consultation	52	50
student referrals	57	70
classroom guidance	61	51
staffings	10	20
attended building inservice		
by counselor	45	26
not worked with counselor	6	8
Number of students referred for individual counseling:		
none	26	16
1-3 students	57	44
4-6 students	11	25
7 or more students	5	12
Number of students referred for small group counseling:		
none	51	54
1-3 students	22	19
4-6 students	9	7
7 or more students	8	13
Reason referred students:		
shyness	10	17
aggressive behavior	43	41
disruptive classroom behavior	46	54
problem with other students	44	51
getting along with adults	21	14
self-concept	48	56
motivation	24	30
poor attendance	5	7
home-family concern	39	44
child/sexual abuse	4	15
drugs	2	0
alcohol	0	0
child stress	15	16
other	3	4
did not refer students	17	9
Times requested classroom guidance:		
none	41	50
1-3 times	22	18
4-6 times	10	3
7 or more times	21	9

Maslow, growth needs such as the acquisition of knowledge cannot be effectively met unless the survival needs have been satisfied. The implication is that the students' concerns with their survival may interfere with their ability to learn.

Public schools respond to societal conditions. Today when there are more single parent families, more adults employed outside of the home, and a greater number of transient families in the neighborhoods, the middle childhood youngsters are finding that their caretakers are becoming increasingly unavailable to them just at a time when they are most aware of their dependency on these significant adults.

Elementary counselors can make a difference in how the children react to stress. The evidence suggests that their effectiveness increases after they have had time to establish a building program which they serve on at least a halftime basis.

Middle childhood females seem to have more stress than males. Some of this may be attributed to the earlier maturation rate of females and the stress resulting from the accompanying changes. Whatever the cause, elementary females appear to have different guidance needs than the males. The elementary program can improve its efficacy by an awareness of this difference.

As guidance programs have been established in the elementary schools, the tendency has been to provide the services which are easiest to maintain and those which reach the greatest number. As a result, the elementary counselors have relied rather heavily on classroom guidance activities rather than individual or small group counseling. Aided by adequate staff development, classroom teachers can provide some of the classroom guidance, allowing counselors to better meet special needs

through the more personalized approach of individual and small group guidance.

Secondary Guidance Program

Overview

Fulltime guidance counselors have been on the staff of Des Moines secondary schools since 1961. The School Laws of Iowa and the North Central Association of Colleges and Schools specify the standards and policies for guidance programs. The following is a summary:

Iowa Administrative Rules

- 3.5 (15) Every board that operates a school offering any grades seven through twelve...shall provide therein an organized and functioning guidance program to aid pupils with their personal, educational and, career developments.

NCA Junior High/Middle School Policy and Standards 1983-85

Standard VII The guidance program shall be designed to assist each student in achieving the most effective development in the full range of those individual needs (intellectual, emotional, social, physiological) which bear upon the student's education progress. While the first line of guidance shall be classroom teachers... guidance personnel need to assist teachers in acquiring necessary knowledges and insights regarding the behavioral characteristics and education needs of early adolescents...

- 7.3 The guidance program shall provide a ratio of 1 counselor to each 450 students...
- 7.8 The guidance staff shall demonstrate an understanding of the growth and behavior of pre and early adolescents and shall serve as a resource to the faculty as well as working directly with students.

NCA Secondary School Policy and Standards 1983-85

Standard VI The school shall provide guidance services to...

- 6.4 aid all students in the selection of various types of educational, vocational, social, civic, and personal problems.
- 6.5 provide counseling, appraisal, staff consulting, referral, educational and occupational planning, and follow-up activities.
- 6.6 provide necessary facilities, clerical help, and materials for effective guidance and counseling services.
- 6.7 provide qualified guidance counselors at a ratio of 1 for each 450 students.

Parttime counselors have served the junior high/transitional schools since 1956. During the 1983-84 school year, 18.5 counselors served the 7,111 transitional school students resulting in a ratio of 395:1. The NCA standard stipulates a ratio of 450:1. The Guidance Services Section of the Iowa Department of Public Instruction, however, recommends that schools maintain a counselor/pupil ratio of not more than 1:300 in grades 7 through 12. The Nystuen study (Table 10) reported that during the 1982-83 school year, the Des Moines district ranked 14th in junior high/middle school counselor student ratio of the 17 largest Iowa districts.

The transitional school counselors are extremely busy. Their job description (Appendix D) is the same as for the senior high counselors and is very comprehensive. Because their responsibilities are grouped with the high school counselors, the description does not fully reflect the special requirements for those working with early adolescents.

The 25 senior high counselors in the 6 high schools and 2 alternative high schools served 9,399 students during the 1983-84 school year, a counselor-student ratio of 376:1. Even though this is below the 450 required by NCA, the Des Moines high schools had the highest counselor-student ratio of the 17 reported during the 1982-83 school year (Table 10).

Despite the fact that senior high counselors have the same job description as the transitional school counselors, their job, in many ways, is more specialized. They advise students concerning their educational plans and requirements, help them prepare for career entry, and assist them with personal problems. Each of these services requires a high degree of knowledge and skill. To provide all of these services, a high school counselor must be able to guide students to appropriate occupational and career choices, be familiar with the offerings and requirements of trade and technical schools, colleges and universities, and be knowledgeable of community agencies for referring specific personal problems. It is difficult for counselors to handle each of these responsibilities.

The job description of the pupil services coordinator (Appendix D) is the same for both the transitional and senior high schools. In addition to counseling duties, the coordinators provide leadership and direction for the guidance staff. They supervise and coordinate the guidance program within each building.

During the 1983-84 school year, 6 of the 25 senior high counselors were pupil services coordinators, 1 in each of the high schools. Though each of the transitional schools was allowed a stipend for a counselor designated as the pupil services coordinator, in 4 of the 10

buildings the counselors chose to forego the stipend in order to allow for 1-1/2 hours daily of additional clerical time.

Transitional School Principal's Report

Two of the twelve goals for the transitional schools directly involve the guidance program. The goals state that Des Moines transitional schools will provide:

4. Advisory programs assisting students in self-expression and decision-making to prepare them to make appropriate educational, recreational, and career choices.
8. Guidance experiences developing attitudes and knowledge needed to assist in planning future educational choices, assuming responsible citizenship and the growth of self-discipline, self-motivation and the appreciation of self and others.

As part of the evaluation study of the transitional schools, building principals submitted data to document progress on each of the transitional school goals. Their reports indicated that the advisory programs in the transitional schools were twofold: guidance counselors and teacher/advisor.

Though counselors and teacher/advisors appeared to have many of the same responsibilities, their roles were dissimilar. The teacher/advisor provided first line guidance services by maintaining contact with the students on a regular basis, assisting them with discipline and social adjustment, and serving as a liaison between student, parent, and other staff members. The counselors, who may have also been parttime teacher/advisors, served as a resource to the entire school program. While the teacher/advisor may have conducted classroom guidance activities dealing with orientation, self-awareness, relationships and decision-making, the counselors worked with small groups and individuals addressing specific personal problems.

Figure 3 gives an indication of the number of guidance experiences provided by the teacher/advisors and counselors during the 1983-84 school year. The activities provided by the counselors and teacher/advisors were classified into four categories: selection of classes and vocational exploration, orientation to school, school achievement and measures, and personal growth and problems.

Unlike the teacher/advisor program which provided activities during a scheduled period for an identified group of advisees, the counselor guidance program targeted students with special needs and interests. The counselor activities included such things as career exploration (often using computer programs), determination of student interests and abilities, goal setting, high school readiness, improving school skills, test taking and interpretation, peer counseling, decision-making, drug awareness and support groups and social skills groups.

Student Opinion Survey

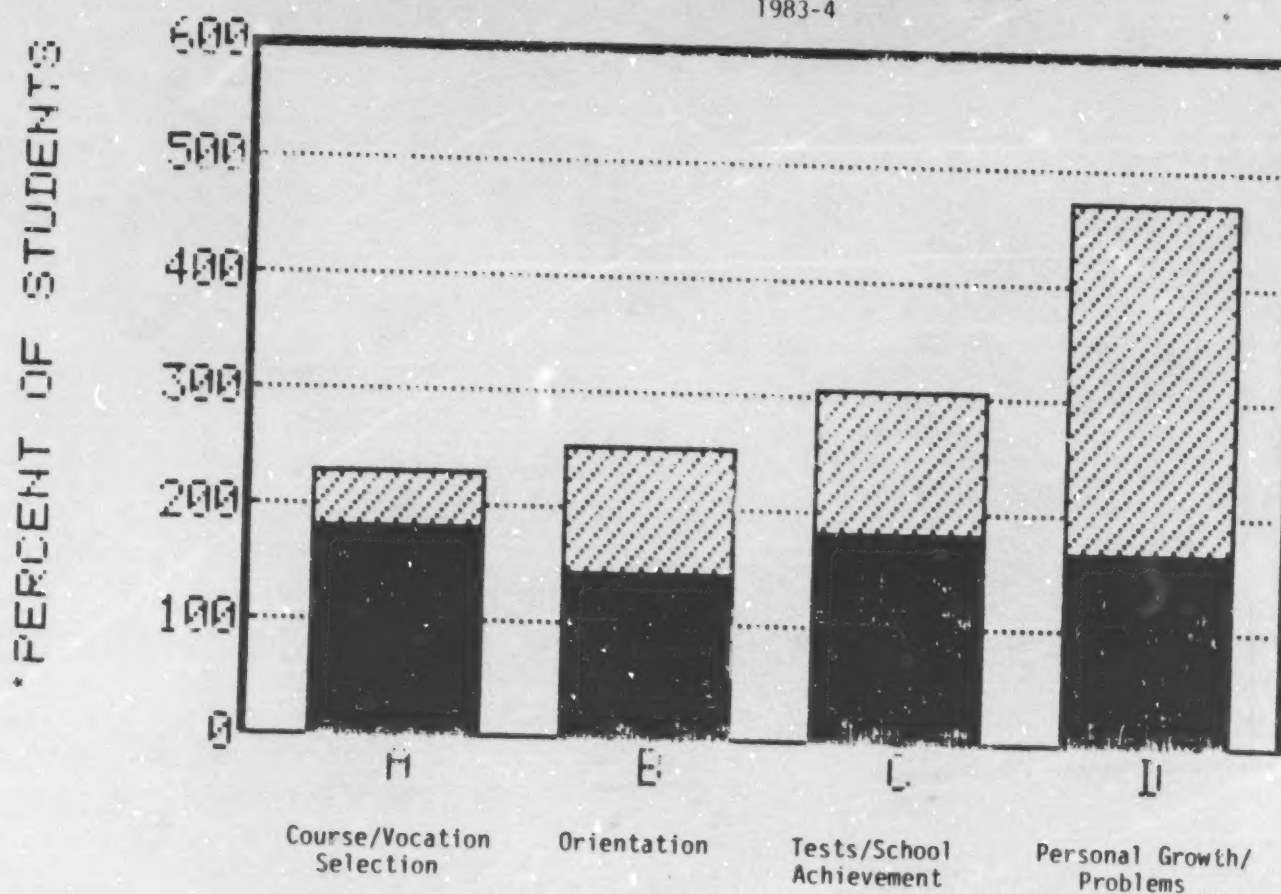
As part of the transitional school evaluations, 2 classes in each of the grades in the 10 transitional schools were administered a survey of their opinion of the instructional program. Their responses reflected their attitudes regarding teachers, counselors, administrators, curriculum and instruction, their participation in school activities, and school image. Figure 4 shows how their attitudes compare. They were most favorable toward teachers, curriculum and instruction, and school image. They were slightly more favorable toward counselors than their participation in school activities or school administrators.

The counselor portion of the survey consisted of five items concerning how much help the counselors provided and the student satisfaction with that help. The items included questions regarding selection of courses,

FIGURE 3

GUIDANCE EXPERIENCES

(District: 10 Transitional Schools)
1983-4



COUNSELOR



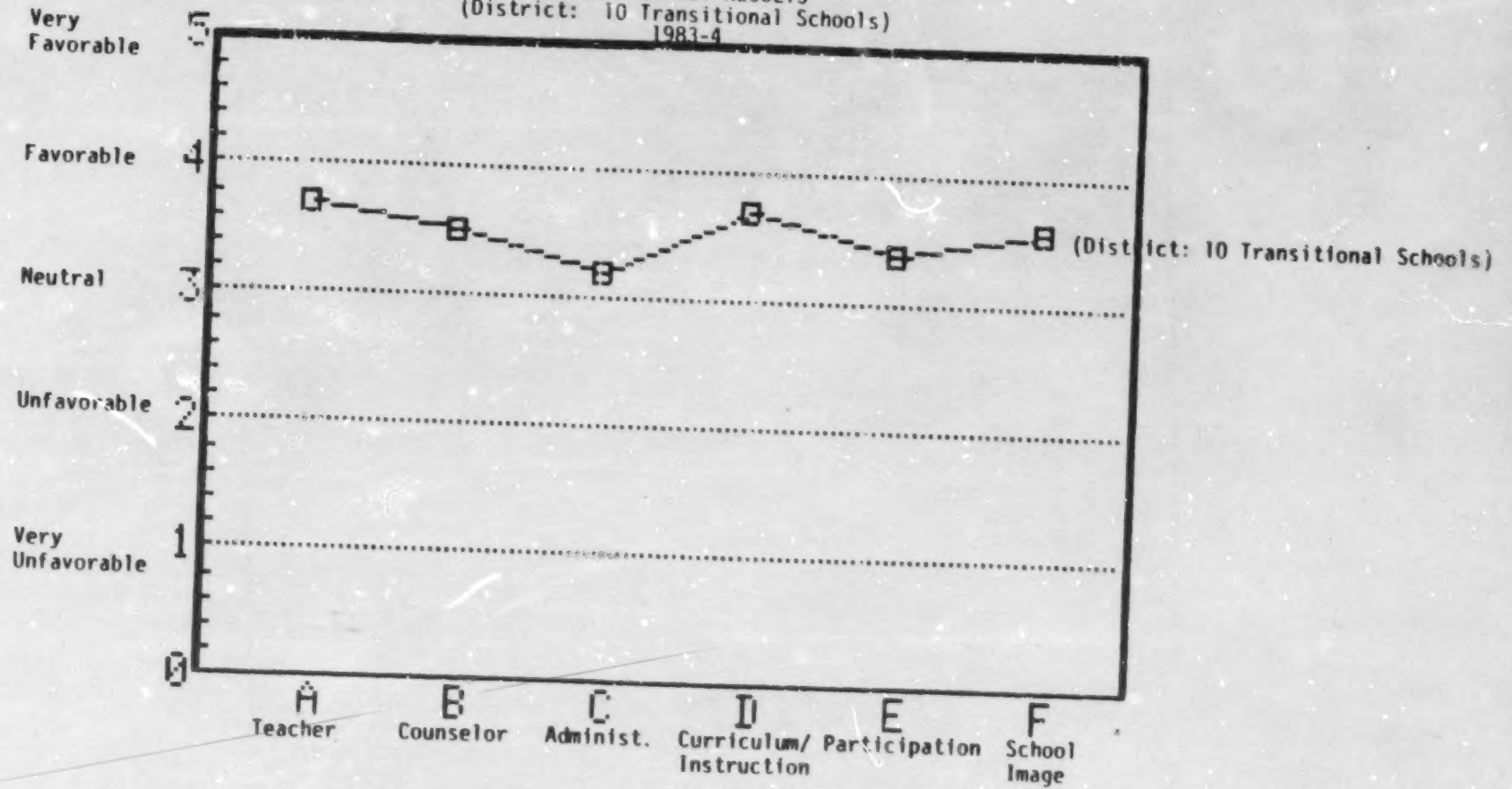
TEACHER-ADVISOR

*Percent may be inflated
due to multiple offerings
in each category.

FIGURE 4

STUDENT SURVEY RESULTS

STUDENT SURVEY RESULTS
(District: 10 Transitional Schools)
1983-4



vocations, trade schools and colleges; help with personal problems; and student satisfaction with counselor treatment.

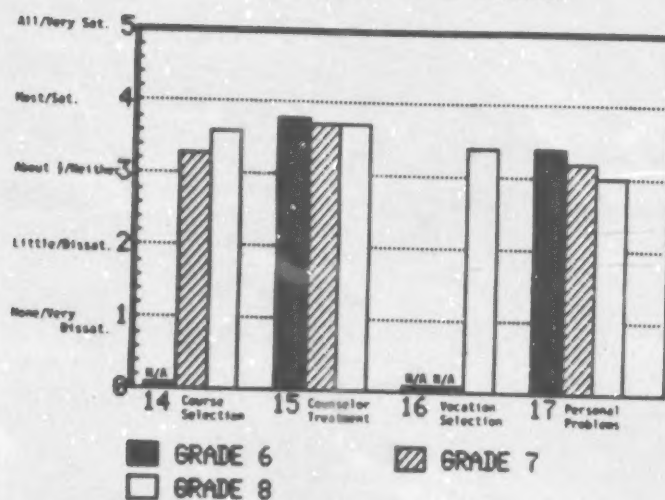
One class in each of the grades in the six high schools and sixth, seventh, and eighth graders in the two traditional schools were administered the five counselor items from the survey. A comparison of the responses of the transitional, traditional, and high school students is shown in Figure 5.

Some of the items were not appropriate for all grade levels. Item 13 inquiring about the amount of counselor help in the selection of a college, vocational, or trade school was asked only of grades 9-12. Sixth graders were not asked about the amount of counselor help in the selection of courses (item 14) because counselors seldom help them select classes. Seventh graders were asked because, when the survey was given, most of them had already been scheduled for eighth grade classes which included electives. Sixth and seventh graders were not asked about vocation selection; however, eighth graders were because of the amount of time transitional school counselors spent on eighth grade career exploration.

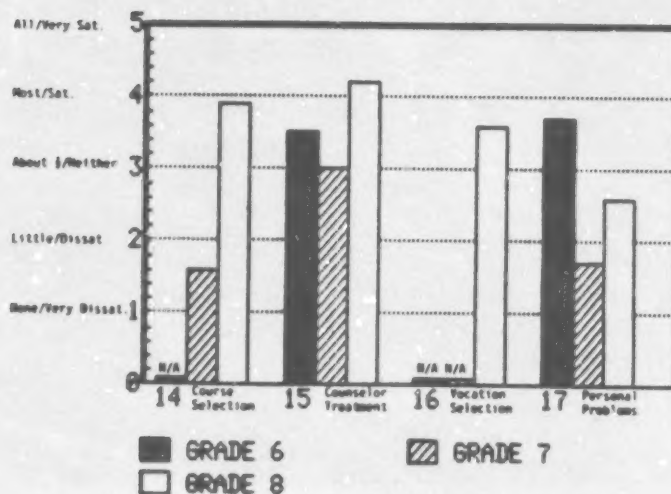
One should consider the special situation in the two traditional schools when studying that data. Both schools were served by a quarter time counselor who provided guidance activities for all students K-8. Because of the abbreviated counselor schedule, scheduled classroom guidance activities were provided for all grades except five and seven in one building and grades five, six and seven in another. The unavailability of the counselor may help to explain the unfavorable responses of the seventh graders in the traditional schools regarding counselor help with course selection and personal problems.

FIGURE 5
STUDENT SURVEY RESULTS
1983-84

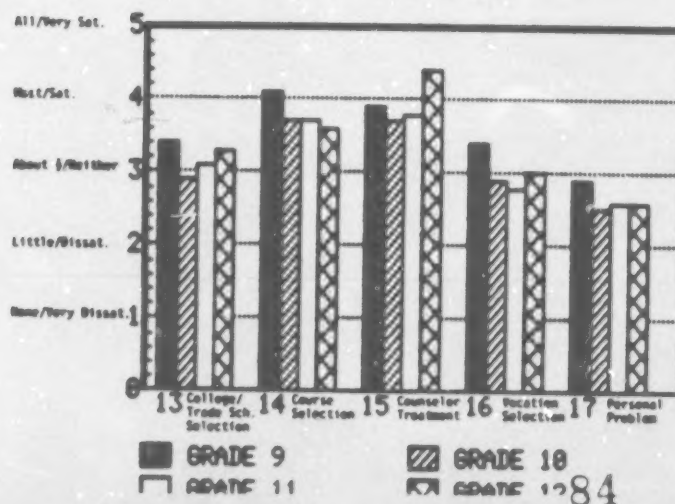
10 TRANSITIONAL SCHOOLS



2 TRADITIONAL SCHOOLS



6 HIGH SCHOOLS



Generally, the majority of the students felt they received most of the help they needed to select courses. Ninth graders were the most positive about counselor help with class selection (4.1) and seventh graders were the least positive. This may be explained by the limited choices for seventh graders (consequently, little need for counselor help) and the marked change in course selection at the high school level (consequently, more help needed for freshmen).

Receiving the amount of help needed for personal problems tended to decrease with grade level. Sixth graders were the most positive about counselor help with their problems (3.4 and 3.7) while tenth, eleventh and twelfth graders were the least satisfied (2.5 and 2.6).

This gradual decline may be explained by two factors. First, as youngsters move from middle childhood (age 6-11) to adolescence (age 12-18), they begin to achieve new and mature relationships with age-mates of both sexes. As these relationships develop, they turn more to their peers with their problems rather than adults. Second, high school students view the counselor more as a therapist and tend to feel that students who visit the counselor are either in trouble or have emotional problems.

Overall, the surveyed 8th through 12th graders felt they received about half of the help they needed to select a vocation, ranging from 3.6 for traditional 8th graders to 2.8 for 11th graders. The eighth grade was probably high because of the career component in the transitional school curriculum which often involves the counselors.

The students were most satisfied with the way they were treated by the counselors. Sixth graders rated treatment high (3.8, 3.5) and the rating remained high throughout the grades, peaking at 4.4 for seniors.

In summary, students viewed counselors most helpful in selecting courses, an annual or semi-annual event for each of them. Though they felt that counselors generally supplied only about half of the help they needed with personal problems or to select vocations, colleges, or trade schools, they were satisfied with the way counselors treated them.

The survey did not allow students the option of a response indicating that they did not need help from a counselor. Several counselors commented on that and stated that when students taking the survey questioned this, the counselors advised them to respond that they received none of the help they needed. The omission of "I did not need help" option may have resulted in misleading data.

Survey of Need for Help

During the fall 1983 and again in the spring 1984, the 8th, 10th, and 12th graders at four secondary schools were surveyed regarding their need for counselor help. Schools were selected in different locations of the city to reflect a representative sample of the total secondary schools.

Table 34 shows the surveyed study sample by school. A total of 1,782 students returned useable surveys in the fall; 1,380 returned useable surveys in the spring. Ten students did not report their schools during the fall survey.

TABLE 34
Study Sample

School	Number of Students		Percentage of Total	
	Fall ¹	Spring	Fall	Spring
Hoyt	193	164	11	12
Weeks	246	176	14	13
East	783	535	44	38
Roosevelt	550	505	31	37
Total	1772	1380	100	100

¹Ten students did not report their school.

Many of the high school students did not report their grade level in the fall; consequently, it was not possible to separate the 10th grade data from the 12th grade data.

An almost equal number of males and females were included in the sample. Their level of participation in school activities and how they classified their grades are displayed in Tables 35 and 36.

TABLE 35
How Active Are You in School Activities?

Percentage of	Not	Few	Several	Very
	Spring/Fall	Spring/Fall	Spring/Fall	Spring/Fall
Eighth Grade	7/9	44/42	33/33	17/16
High School	19/21	51/48	20/19	10/12

TABLE 36
How Would you Classify Your Grades?

Percentage of	As	Bs	Cs	Ds
	Spring/Fall	Spring/Fall	Spring/Fall	Spring/Fall
Eighth Grade	17/18	44/42	37/35	1/6
High School	14/18	41/43	42/36	4/4

As a group, the surveyed eighth graders reported themselves as being more active in school activities. There was not much difference between transitional and high school students in the percentage who self-reported their grades as mostly As, Bs, Cs, or Ds.

The students were asked to identify their need for counseling (high need, average need, or low need) for three general areas: personal, educational, and careers. There were 29 need items preceded by 6 demographic items. Seven of the 29 involved personal concerns; eleven involved educational concerns; and eleven involved career concerns. Table 37 lists the areas of concern for transitional and high school students and identifies their high priorities.

High priority items are those which at least a third of the respondents identified as a high need. Eighth graders had nine priority items in the fall: five education and four career needs. They had two educational and two career high priority needs in the spring.

The high priority needs of the high school students were similar to those of eighth graders. In the fall they had five high priority educational needs and three high priority career needs.

The responses indicate that both eighth grade and high school students feel a high need for counselors to help them:

- (1) select courses appropriate for future
- (2) learn about high school records and graduation requirements
- (3) know about financial aids for college and job training
- (4) be aware of college and career information available in school
- (5) get assistance in selecting a college
- (6) find out whether interests, values, and abilities match career choices
- (7) be aware of career training offered in high school
- (8) know how to apply and interview for a job

TABLE 37

Student Perception of Need for Counseling
Fall 1983 and Spring 1984 Comparison

Areas of High Need	Eighth Grade		High School	
	Fall N=449 %	Spring N=339 %	Fall N=1326 %	Spring N=1072 %
<u>Personal</u>				
7. To understand, accept and like myself better.	10	12	11	9
8. To talk about personal concerns with a counselor.	12	10	8	5
9. To be able to talk with my family more easily.	23	17	15	11
10. To get along better with peers.	11	10	8	6
11. To learn how to make decisions.	15	15	16	10
12. To take action toward solving my own problems.	16	14	13	9
13. To exercise self-discipline and take responsibility.	16	13	12	9
<u>Educational</u>				
14. To plan my study time wisely.	25	30	23	22
15. To develop and maintain good study habits.	22	29	26	25
16. To receive help in selecting courses related to my future.	33*	30	37*	33*
17. To understand my standardized test scores.	20	12	26	19
18. To learn more about my high school records and graduation requirements.	44*	40*	35*	24
19. To take responsibility for developing plans that will help me reach my educational and/or occupational goals.	28	30	31	27
20. To know how to assess and evaluate my goals.	17	15	16	13
21. To know about financial aids for college and job training.	46*	43*	49*	40*
22. To learn how to get along with my teachers better.	11	13	6	4
23. To be aware of college and career information available in my school.	34*	31	37*	32
24. To get assistance in selecting a college.	34*	32	34*	26

(continued)

TABLE 37
(continued)

Areas of High Need	Eighth Grade		High School	
	Fall N=449 %	Spring N=339 %	Fall N=1326 %	Spring N=1072 %
Career				
25. To find out more about my strengths and weaknesses.	19	17	20	16
26. To know how my values affect my career choice.	24	21	23	18
27. To develop flexible career plans and goals.	20	18	24	18
28. To talk to a counselor about career plans.	23	17	21	19
29. To find out whether my interests, values, and abilities match career choice(s).	36*	31	34*	27
30. To be aware of career training offered to me in high school.	38*	37*	30	23
31. To understand the employment outlook in my interest areas.	31	27	40*	34*
32. To visit with people employed in my high interest areas.	32	30	35*	30
33. To know how to apply and interview for a job.	43*	36*	31	23
34. To know what habits and aptitudes employers desire in an employee.	33*	30	27	18
35. To understand the changing roles of men and women.	12	9	7	5

Overall Rating

How much help do you need from your counselor at this time?	Eighth Grade		High School	
	Fall N=449 %	Spring N=339 %	Fall N=1326 %	Spring N=1072 %
A - High need: I need a lot of help in planning what I am going to do.	12	7	13	9
B - Average need: I have some things planned but I could use some more help.	45	56	55	44
C - Low need: My plans are pretty clear and I do not need help at this time.	43	37	33	47

*High priority

Students did not appear to feel the need for counselors to assist with personal growth or problems. They generally viewed the counselor as one who could provide services to help them advance career and post-secondary educational goals.

One item in the survey asked students to generally describe their present need for counselor help. In the spring, the number of eighth graders with average need for counseling help increased, while the number of those with high or low needs decreased. The number of high school students who had a low need for help increased in the spring, while those with high or average needs decreased.

Table 38 shows how the students' need for counselor help correlated with their self-reported grades. In the fall, the majority of the students reported their grades as Bs and Cs and felt they had an average need for counseling help. In the spring the majority of the students reported their grades as Bs and Cs and felt an average or low need for counseling.

TABLE 38
Student Need for Counseling Based on Self-Reported Grades
Four Secondary Schools
1983 and 1984 Comparison

Grades: Mostly	Fall ¹					Spring ²				
	A %	B %	C %	D %	Total %	A %	B %	C %	D %	Total %
High Need	1.0	5.0	5.0	1.0	12.0	1.0	2.5	4.0	.5	8.0
Average Need	9.0	23.0	19.0	1.0	52.0	8.0	20.0	17.0	2.0	47.0
Low Need	5.0	14.0	16.0	1.0	36.0	10.0	20.0	14.0	1.0	45.0
Total	15.0	42.0	40.0	3.0	100.0	19.0	42.5	35.0	3.5	100.0

¹1,674 students

²1,358 students

Counselors in each building were provided a list of names of those students who indicated in the fall survey that they generally felt a high need for counseling. The counselors contacted the students in order to provide the desired services. There were 202 students (11 percent) who indicated they had a high need. Of this number, 170 returned spring surveys. Only 33 of them (19 percent) reported they still had a high need for counseling in the spring. Table 39 shows the data by grade level.

TABLE 39
Spring Report of Fall/High Need Students

Amount of Need:	High		Average		Low		Total	
	N	%	N	%	N	%	N	%
Eighth Grade	4	2	30	18	10	6	44	26
Tenth Grade	25	15	34	20	7	4	66	39
Twelfth Grade	4	2	28	16	28	16	60	34
Total	33	19	92	54	45	26	170	100

It is encouraging to note that 80 percent of those students who felt a high need for counseling in the fall no longer regarded that need as high in the spring.

Only about one-third of the students who reported a high need for counseling in the spring (Table 37) were those who also reported a high need in the fall. It appears that the need for counseling can fluctuate over time and that counselors can satisfy much of that need by contacting students to provide the desired services.

Because the counselors were provided a list of names, they were able to initiate contact. Several counselors indicated that they sometimes had difficulty identifying guidance needs of high school students for they appeared to avoid self-referral. It was the counselors'

impression that there was a stigma attached to visiting with a counselor, for students seemed to think that only students who were in trouble or had emotional problems visited the counselors. They did not appear to recognize the counselor as one who could usually satisfy educational and career needs.

Secondary Summary: Transitional

At one time, junior high schools were viewed by many people as mini high schools. The staff, activities and structure of the junior highs resembled those found in the high schools. Today it is recognized that emerging adolescents have needs different from those of adolescents. They are experiencing real crises brought on by several factors: the differing maturation rate of boys and girls resulting in marked physical and emotional differences at this level, the onset of puberty and the plateau of brain growth.

The surveys indicated that students liked the way their counselors treated them. They reported that counselors generally provided more than half of the help they needed to select courses and vocations and to solve personal problems. The students who were contacted by a counselor for guidance services were very satisfied with the results.

Transitional school youngsters have special needs and developmental tasks unique to that age level. The job descriptions of counselors in the transitional schools, however, do not reflect the age level of the students with whom they work.

The schedule in the transitional schools does not allow students much opportunity to contact a counselor. The lack of a fulltime clerk or receptionist in the counseling area and counselors with lunch duty

further compound the problem. The transitional school guidance program cannot be effective unless students have the time and opportunity to use the services that are available to them.

Secondary Summary: High Schools

High school students are satisfied with the way counselors treat them. They view the primary counselor role as the selection of courses. Generally, they feel that counselors provide about half the help they need to select vocations, colleges or trade schools. The guidance service they use least is help with personal problems. Those who were contacted by a counselor for the provision of guidance services were very satisfied with the results.

The Des Moines schools supply essential services to students with special needs. High school counselors have provided a vital coordinating function for special education students, often setting aside their guidance responsibilities to other students in the process. In one high school, for instance, one-fourth of the student body was classified as special education. It is important that services to special needs students continue; however, it is somewhat unrealistic to expect the present number of guidance counselors to provide guidance services for high school students and coordinate evaluations and staffings for special education students as well.

The responsibilities of high school counselors are very specialized ones which require a high degree of knowledge and skills. One individual cannot perform all of these responsibilities well. At the present time, high school counselors do not divide the counseling tasks. Each counselor is responsible for providing a group of students guidance services which

include help with personal problems, selection of courses, and information and help with selection of vocations, trade schools, colleges and universities.

COMMENTS

General

1. There is no written comprehensive curriculum for the K-12 Guidance Program. The counselor job descriptions are lengthy and generalized, and not necessarily reflective of the specific developmental needs of students at a particular level.
2. Needs assessment is a vital part of the guidance program. The present program does not include formal assessment of all age levels.
3. Classroom teachers are charged with the responsibility of providing first line guidance services and screening students in need of counseling. Guidance personnel are responsible for providing assistance to teachers in acquiring necessary knowledge and insights.
4. The intended recipients of guidance services (staff, students, and parents) are not always clear about either the kinds of services available or the benefits that can be derived from them.

Elementary

1. Elementary counselors, particularly when they continue in a program for more than one year, can help allay student anxieties regarding survival needs.
2. Elementary female students appear to have more worries, problems, and negative self-perceptions than do males.
3. The evidence suggests that counselors who continue in a building for more than one year are more effective than those new to a building.

4. The current elementary program primarily consists of scheduled classroom guidance.

Transitional

1. The counselor job description is one borrowed from high school counselors.
2. Counselors are frequently assigned extra duties at a time when they should be available to students.
3. The clerical workload cuts into the time counselors should have contact with staff and students.

High Schools

1. Counselors coordinate the staffing and evaluation of special education students. It is unrealistic to expect them to continue this function and maintain a full guidance load as well.
2. There are too many guidance responsibilities charged to each counselor. Specialization could allow high schools to streamline their guidance services, thus improving their efficacy.

RECOMMENDATIONS

General

1. The Guidance Department should prepare a comprehensive written curriculum which includes an overview, goals, and scope and sequence of activities which correlate with the developmental tasks of each grade level.
2. Student guidance needs assessment should be continued and expanded to include all age levels.
3. Building staff development provided by the counselors should be increased and should include information and strategies to help classroom teachers provide first line guidance.
4. The Des Moines guidance program should be marketed by: (1) specifically including it in the Plan for Excellence and (2) the developing a plan designed to increase student, staff and community awareness of the role of counselors and the guidance services provided by them.

Elementary

1. Elementary counselors should be added to serve all elementary buildings. When all buildings receive service, each should have a counselor on at least a halftime basis.
2. The elementary guidance program should reflect the special needs of the students, particularly those of elementary girls.
3. The Guidance Department should continue to examine the elementary program to determine if there are differences in effectiveness between programs new to a building and those with continuing programs.

4. As elementary guidance programs become established they should increase the amount of individual and small group guidance thus providing a better balance in the program.

Transitional

1. The job description for transitional school counselors should be rewritten to reflect the age level and needs of emerging adolescents.
2. The transitional school principals should schedule extra duties for counselors in a way that would not impede their availability to students.
3. A fulltime clerk should be provided each transitional school to meet students who want to see counselors and to help with the clerical work.

High Schools

1. Counselors should not be responsible for coordinating the staffing and evaluation of special education students. They should continue to aid in the staffing and evaluation; however, they should not have the primary management responsibility.
2. The job description of senior high counselors should be restructured to allow counselors to specialize in the provision of services for:
(a) personal problems, (b) selection of colleges/universities and vocational/trade schools, and (c) selection of careers.

APPENDIX A

Evaluation Design

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
GUIDANCE EVALUATION DESIGN
1983-84

Children's Worries Pre/post Survey 17 Elem. Schools Gr. 3 & 5 (1 class ea)	Principal's Report Guidance Activities 10 Transitional Schools	
Student Survey Elem. Guidance 15 Elem. Schools Gr. 1, 3 & 5 (1 class each)	Student Survey Questions 10 Transitional Schools Gr. 6,7,8 (2 classes each)	Student Survey Questions 6 High Schools Gr. 9, 10, 11, 12 (1 class each)
Staff Survey Guidance Activities 15 Elemn. Schools	Student Need for Couns. Help Pre/post 2 Transitional Schools Grade 8	Student Need for Couns. Help Pre/post 2 High Schools Gr. 10, 12
Interview with Counselors Structured Interview Six Counselors, K-12		
Counselor Time Usage Log (One week, Jan.-May, 1984) All Counselors, K-12		

Elementary
K-5

Transitional
6-8

High School
9-12

GUIDANCE EVALUATION
1983-84

All Levels

Personal Interviews

Principals identified outstanding counselors. Evaluator selected six for a structured interview regarding experience, educational preparation, philosophy of education, tracing a work flow analysis, preferred modes of counseling, and what was done to keep counseling skills current. Results were studied for commonalities.

Time Usage

Counselors each randomly assigned two separate weeks during second semester of 1982-83 school year and asked to record their activities on a log. The logs indicated how counselors spent their time and the types of services delivered during student, teacher and parent contacts.

Counselors were each randomly assigned a week during the second semester of 1983-84 school year to record their activities as a follow-up of previous year.

Elementary (K-5)

Staff Survey

All staff in 15 elementary buildings with counselors were surveyed regarding their use of guidance services and their opinion of the benefits gained through guidance activities.

Student Survey

One class each of grades 1, 3 and 5 in the 15 elementary buildings were surveyed regarding their use of guidance services and how they felt about it.

Children's Worries

One class each of grades three and five in elementary school (five with continuing counselors, six with counselors added this year, six with no counselors) were surveyed regarding their school, home and personal worries. The results of the September 1983 surveys were shared with the counselors. The same classes were postmeasured in April 1984. The results of the two surveys are compared.

Transitional (6-8)

Student NCA Survey

Two classes of each 6, 7, and 8 grades in 10 transitional schools were surveyed regarding the amount of counseling help to select courses and vocations and to solve personal problems. Their responses were compared with student opinion regarding teachers, administration, curriculum and instruction, participation in school activities, and school image.

Principals' Reports

Principals of 10 transitional schools reported the number and type of guidance activities provided by the counselors and teacher advisors.

Student Need Survey

All students in grade eight in two transitional schools were surveyed in September regarding their need for help from a counselor. The counselors were provided the names of students in their buildings who indicated they had a high need for counseling help. The students were postsurveyed in April. The two results are compared.

High School (9-12)

Student Need Survey

All students in grades 10 and 12 in two high schools were surveyed in September regarding their need for help from a counselor. The counselors were provided the names of students in their buildings who indicated they had a high need for counseling help. The students were postsurveyed in April. The two results are compared.

Student NCA Survey

One class each in grades 9, 10, 11 and 12 in 10 high schools were surveyed regarding the amount of counseling help to select courses and vocations and to solve personal problems. Their responses are compared with those of the transitional students.

APPENDIX B

Interview Guide for Counselors

STRUCTURED INTERVIEW WITH COUNSELORS

Date _____

Name _____

School _____ Level _____

Experience: Years as educator _____
 Years as counselor _____
 Years in present position _____

Other positions held: First previous _____
 Second previous _____
 Third previous _____

Level of education: _____

Major area of study: Undergraduate _____
 Graduate _____

What is your theory of counseling?

What is your personal philosophy of education?

What is your perception of your role function as a counselor?

Do you have any recommendations for changes or improvements in the administration of counseling services?

Critical incident technique. Tell me about your most satisfying work experience as a counselor.

Work flow analysis -

Tell me how you conduct a typical counseling session:

1. Contact
2. Greeting
3. Initiating counseling
4. Establishing rapport, showing concern
5. Drawing out contributing problems and concerns
6. Setting a time limit
7. Closing the session
8. Follow-up
9. Other

What modes of counseling do you use (individual/small group/large group)?

Which do you prefer to use?

How are teachers and other staff involved in the counseling program?

What efforts do you make to keep your skills current?

APPENDIX C

Counselor Time Log

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
1800 Grand Avenue
Des Moines, IA 50307

Counselor Survey

The purpose of this survey is to gather information on how counselors in the district distribute their time. All counselors and pupil services coordinators will be asked to complete the form. Please return the survey in the attached envelope. Thank you.

Complete the time distribution based upon the work week _____ to _____, 1984. You may use your individual work calendar or another recordkeeping device as a reference.

LOG # _____ DATE COMPLETED _____
(Leave blank)

Select a unique seven digit number which you will remember.

I. Check appropriate category

- (5) 1 Elementary Counselor
2 Transitional School Counselor
3 Senior High Counselor
4 Pupil Services Coordinator, Transitional School
5 Pupil Services Coordinator, Senior High
School(s) _____ (6-8)

II. How was your time spent on the job during the past week of _____ to _____, 1984. Assign each category a percentage; TOTAL SHOULD EQUAL 100%.

COLUMN NUMBER		
1. Contact with students	_____ %	(9-11)
2. Contact with teachers	_____ %	(12-14)
3. Contact with parents or guardians	_____ %	(15-17)
4. Contact with other educational specialists (nurse, AEA staff, mental health specialists, social workers, child guidance center, police liaison, etc.)	_____ %	(18-20)

(continued on page 2)

5. Testing	_____ %	COLUMN NUMBER (21-23)
6. Other professional duties (meetings, letters of recommendation, questionnaires, observation of students, case conferences, speaking)	_____ %	(24-26)
7. Noncounseling duties (teaching nonguidance classes, substitute teaching, playground or hall duty, travel between sites, chaperoning)	_____ %	(27-29)
8. Clerical duties (records, writing reports, mail, keeping occupational files, etc.)	_____ %	(30-32)
9. Teaching a guidance class	_____ %	(33-35)
10. Other (please specify)	_____ %	(36-38)
_____	_____ %	

III. Of the time spent with students, how was your time distributed? Assign each a percentage, TOTAL SHOULD EQUAL 100%.

Contact with students		COLUMN NUMBER
1. Educational vocational counseling	_____ %	(39-41)
2. Career Information System of Iowa	_____ %	(42-44)
3. Personal counseling	_____ %	(45-47)
4. Academic difficulties	_____ %	(48-50)
5. Programming/class scheduling	_____ %	(51-53)
6. Behavior/discipline	_____ %	(54-56)
7. Orientation	_____ %	(57-59)
8. Guidance oriented classes	_____ %	(60-62)
9. Group counseling	_____ %	(63-65)
10. Class observations	_____ %	(66-68)
11. Other _____	_____ %	(69-71)
_____	_____ %	

IV. Of the time spent in contact with teachers, how was your time distributed? TOTAL SHOULD EQUAL 100

		COLUMN NUMBER
1. Providing information regarding students	_____ %	(72-74)
2. Student behavior problem	_____ %	(75-77)

(continued on page 3)

3. Student learning difficulty	_____ %	(78-80)
4. New student orientation	_____ %	(81-83)
5. Teacher counseling	_____ %	(84-86)
6. Curriculum	_____ %	(87-89)
7. Socializing	_____ %	(90-92)
8. Referrals	_____ %	(93-95)
9. Negotiations	_____ %	(96-98)
10. Other _____	_____ %	(99-101)
	_____ %	(99-101)

V. Of the time spent with parents or guardians, how was your time distributed? Include both telephone and in person contact.
TOTAL SHOULD EQUAL 100%.

COLUMN NUMBER

1. Providing information regarding the child	_____ %	(102-104)
2. Test interpretation	_____ %	(105-107)
3. Child behavior problems	_____ %	(108-110)
4. Child learning difficulties	_____ %	(111-113)
5. Parent counseling	_____ %	(114-116)
6. Home visits	_____ %	(117-119)
7. Other _____	_____ %	(120-122)
	_____ %	(120-122)

VI. Comments:

A P P E N D I X D
Counselor Job Descriptions

Elementary Counselor

WORKING RELATIONSHIPS:

- . Reports to Principal, Supervisor of Guidance
- . Receives guidance from Supervisor of Guidance, Director of Elementary Education, AEA Elementary Guidance Consultant
- . Provides consultation to parents and staff
- . Provides counseling and guidance to pupils K-6

SPECIAL CHARACTERISTICS OF THE POSITION:

- . Required experience or training
 - II.A. degree in counseling
 - Elementary counselor endorsement #13
 - Elementary teaching experience
- . Desired experience or training
 - At least two years counseling experience in an elementary school guidance program
 - Participation in professional guidance organization
- . Special requirements of the position
 - Empathy for young children
 - Enthusiasm and continuing growth
 - Active participation with parent and community groups
 - Ability to communicate with staff
 - Knowledge of referral agencies
 - Ability to relate and work with different ethnic and socio-economic backgrounds

PRINCIPAL CHARACTERISTICS OF WORK:

- . Types of activities performed frequently
 - Counseling
 - Consulting
 - Coordinating
- . Types of activities performed occasionally
 - Referrals
 - Presentations for parent and community groups
 - Research and follow-up
 - Staffing participant
 - Orientation
 - Motivational
 - Conducts in-service
 - Curriculum planning
 - Home visitation when appropriate

BASIC FUNCTION:

- . The counselor serves as a child development specialist to help the child reach his/her maximum potential both academically and socially

PRIMARY RESPONSIBILITIES:

- . Prepare a yearly objective based plan and implement
- . Establish and maintain guidelines for guidance program in the total school
- . Form a guidance committee comprised of parents, staff and students
- . Conduct in-service
- . Organize and conduct parent discussion groups
- . Team and consult with teachers to provide development preventive guidance approaches
- . Work with small groups of students in a counseling relationship
- . Assist in orientation and transition of students
- . Counsel with individual students
- . Select and distribute specialized guidance materials to parents, staff and administrators
- . Interpret elementary guidance program to parents and community
- . Monitor accumulation of information concerning students

COUNSELOR

Junior High - Senior High

WORKING RELATIONSHIPS

Reports to: Building Principal
Pupil Services Coordinator
Supervisor of Guidance, Counseling and Testing

Receives Guidance from: Supervisor of Guidance, Counseling and Testing
Department of Pupil Services
Building Pupil Services staff
Building Administrative staff
Building Guidance Advisory Committee

Provides Direction and Counseling to: Students
Building Administrative staff
Pupil Services team
Parents
Teachers

SPECIAL CHARACTERISTICS OF THE POSITION

Required Experience or Training: Masters Degree in Guidance and Counseling
Successful teaching experience
Counseling practicum

Desired Experience or Training: Further graduate work in Psychology or
Counseling
Diversified successful experience outside
of Education

Special Requirements of the Position: Ability to work effectively with parents,
students, and fellow professionals
Broad understanding of counseling techniques
and their application

PRINCIPAL CHARACTERISTICS OF WORK

Types of Activities Performed Frequently: Individual counseling and guidance with
students, parents, and teachers
Make provision for placement service
(career and educational)
Assist in the preparation of academic
scheduling
Make provision for satisfactory
orientation (school work)
Supervise maintenance of such records
as are necessary to implement the
guidance program

Types of Activities Performed Occasionally: Plan, implement, and attend professional meetings
Assist with testing procedures
Prepare and present special guidance units in the classroom
Participate in family counseling
Participate in research, evaluation, and follow-up studies

BASIC FUNCTION:

To establish and maintain a service for students which will provide educational, personal, social, and career information to help students learn to make wise choices

PRIMARY RESPONSIBILITIES:

Assist students in the preparation of individual academic schedules
Assist teachers and administrators in curriculum development in the building
Assist with administration, supervision, and interpretation of the testing program
Counsel students individually on a referral or selective basis according to students' needs and preferences
Design and/or implement a continuing program of group guidance and counseling activities for students, teachers, and parents
Supervise the maintenance of such records as are necessary to implement the guidance program
Maintain liaison between teachers, students, and parents
Conduct all matters so as to protect students' rights and maintain confidentiality
Provide consultative assistance to the staff
Help students with specific problems by recommending referrals to appropriate agencies or by developing with the staff appropriate remedial behavioral modification strategies
Assist students with occupational and career placement
Provide orientation to facilitate movement from school to school
Assist with educational and career development
Conduct follow-up studies in areas pertinent to current and on-going research
Assist in and/or design in-service for supportive staff

PUPIL SERVICES COORDINATOR

WORKING RELATIONSHIPS

Reports to: Building Principal

Receives Guidance from: Building Principal
Supervisor of Guidance, Counseling, and Testing
Director of Pupil Services
Director of Secondary Education
All members of Pupil Services staff
Building Vice Principal and Adviser
Teachers
School patrons
Students

Provides Direction and Supervision to: Building Pupil Services staff, i.e.
school counselor, social workers,
nurse, registrar, psychologist, speech
and hearing specialists, police liaison
officer, counseling office personnel,
etc.

Provides Counsel to: Building Principal
Supervisor of Guidance, Counseling, and Testing
Director of Pupil Services
Director of Secondary Education
All members of the Central Office Pupil Services staff
Vice Principal and Adviser
Counselors
Nurse
Police Liaison Officer
Teachers
School patrons
Students

SPECIAL CHARACTERISTICS OF THE POSITION:

Required Experience or Training: Masters Degree in Guidance and Counseling;
two years' experience as a counselor

Desired Experience or Training: A minimum of three years' experience as a
teacher and counselor.
Additional graduate level work in counseling,
psychology, and administration, preferably
a Specialist degree.
Actual work experience outside of education.

Special Requirements of the Position: Ability to work effectively with associates;
broad understanding of counseling techniques
and their application to problem situations;
a good understanding of testing; leadership
and organizational abilities; writing and
public speaking abilities; a catalyst for
innovative changes in curriculum.

PRINCIPAL CHARACTERISTICS OF WORK

Types of Activities Performed Frequently: Long and short range planning
Coordinating activities of Pupil
Services personnel

BASIC FUNCTION: Responsible for coordination and implementation of the
Pupil Services program within each individual building

PRIMARY RESPONSIBILITIES: Provides leadership, supervision, and direction for Pupil
Services personnel
Provides leadership in identifying students' special needs
and initiates action resulting in programs aimed at meeting
such needs
Promotes wider use of Pupil Services facilities and resource
by staff, parents and students
Develops case conferences and staff communication procedures
Assists counselors and teachers in the performance of their
duties
Counsels with individual students and parents
Interprets the Pupil Services program to the pupils, parents,
staff and community
Serves as a resource for staff and community
Prepares, presents, and administers yearly budget for Pupil
Services department for the building
Directs and implements staff in-service training program in
Pupil Services area
Supervises the handling of student information as required
Assists in the development of the master schedule
Supervises the scheduling of students
Supervises the summer school enrollment
Coordinates internal and external testing program
Confers with the supportive staff on a regular basis
Attends out-of-building professional meetings and disseminates
information and materials from those meetings to the staff
Coordinates the use of school and community referral services
including follow-up study of graduates and drop-outs and
conducts systematic and continuous program evaluation to
insure accountability for the use of resources
Coordinates Career Education Program
Coordinates Career Placement Program and part-time employment
programs
Coordinates Career Guidance program
Coordinates and facilitates orderly student movement from
school to school
Continuously plans and implements program(s) of current
emphasis

(These are guidelines and consideration should be made that schools are unique
in their staffing and consequently all areas of this description will not be
applicable to the same degree in every school.)

A P P E N D I X E

Comments on Elementary Guidance Program Staff Survey

COMMENTS ON ELEMENTARY GUIDANCE PROGRAM STAFF SURVEY

Spring 1984

1. Classroom guidance did not touch on real need: the child who does not know how to act like a student.
2. I would go (to building inservice). Please have one.
3. (the counselor) worked with some of my children because of parent requests. I did not request classroom guidance, but (counselor) came about 10 times.
4. I like our counseling services.
5. All (of students in class) have attended at least one session (small group counseling). Counselor has made the most difference in helping students and I with problems.
6. Our school really benefits from this lady's services!
7. Our counselor was only in the building one day a week. I had a class where 75 percent of the children would have really benefited from individual or small group help but--(counselor) just couldn't serve everyone.
8. _____ (counselor) has done a super job but--(he) is limited in what he can do because he has so little time here. We feel he is spread so thin--can this be remedied? Thank you.
9. If we could have had the counselor at our building more often, I would have recommended more students and for varying problems; i.e., individual or small group.
10. Counselor works with my class two days a month. It has been very beneficial.
11. Need more often!
12. The time allotment of one half hour every other week leaves very little time for individual and small group guidance. We need it desperately!
13. Could have more benefit if counselor had more time in our building.
14. A counselor who has only one day a week with 600 children has a difficult job!
15. Could have been of much greater benefit (guidance services) had (counselor) been given more time in the building. We were cut to nothing after a few group counseling sessions.
16. The children need someone like _____ (counselor) to communicate with. I'm sorry we can't use him more. I did not have any problems this year.